

Bloomings Day Nursery

Inspection report for early years provision

Unique reference number	315293
Inspection date	19/10/2011
Inspector	Nicola Nolan

Setting address	The School House, Off Gainsborough Road, Warrington, Cheshire, WA4 6ZE
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Type of setting	Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Bloomings Day Nursery is privately owned. It opened in 1997 and operates from a detached property in Stockton Heath, Warrington. The accommodation consists of five rooms. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 55 children aged from birth to five years may attend the nursery at any one time. The nursery is open each weekday from 8am until 6pm throughout the year. There is access to a secure outdoor play area.

There are currently 68 children on roll. The nursery currently supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

The nursery employs 15 staff that work directly with the children. Of these, 13 hold appropriate early years qualifications and one is working towards a qualification. The setting receives support from the local authority and provides funded early years education to three and four year olds. The nursery is a member of Warrington Independent Nurseries Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's learning and welfare is successfully promoted by the caring, nurturing and knowledgeable team of staff and the stimulating, inclusive and welcoming environment in the nursery. Consequently progress towards the early learning goals is good. There are strong relationships and excellent partnerships between staff, parents and other professionals. Priorities for development are acted on through self-evaluation and this promotes the efficient management of the setting. The children are safe and secure as the staff team ensures all assessments of risk are carried out regularly; however, this information is not recorded as required under the Early Years Foundation Stage.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep a record of risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident.
(Documentation)
- 02/11/2011

To further improve the early years provision the registered person should:

- provide flexible resources that can be used in many different ways to facilitate children's play and exploration
- provide greater opportunities for young children to develop their self-help skills.

The effectiveness of leadership and management of the early years provision

The children are well protected as staff have a good knowledge of local safeguarding procedures and understand what to do if they are concerned about a child in their care. Risk assessments are carried out and effectively ensure the safety of the children. However, this information is not recorded in line with the Early Years Foundation Stage legal requirements. The nursery gives a high priority to keeping the children safe. Fire evacuation procedures are practised regularly and documented, ensuring children have a good understanding of how to keep themselves safe in an emergency situation. The nursery keeps an accurate log of accidents and medication that is administered.

The staff have a good understanding of the Early Years Foundation Stage and are well qualified; this ensures activities they provide promote progress towards the early learning goals and learning is assessed and extended effectively. Parents are encouraged to contribute to planning and are welcome to discuss progress at any time. This ensures parents are fully included. Resources are well organised, labelled and mostly accessible to support learning. However, children would benefit from accessing flexible resources that can be used to facilitate their play and exploration. This would also ensure that the children's creative skills are enhanced. Effective partnerships with other professionals ensure that children's welfare and learning are supported.

The nursery is committed to promoting equality and diversity and this ensures that the children learn about differences through sharing stories and celebrating festivals. The children also learn positively about differences from the resources that have been recently purchased. As a result, children develop positive attitudes towards themselves and others. Self-evaluation is ongoing and staff and parents make suggestions for continuous improvement. For example, the current area for improvement is to provide a canopy for the outdoor area.

The quality and standards of the early years provision and outcomes for children

Children benefit from positive relationships with the staff, who interact well and support the children's emotional skills. Children are very well behaved and when requested to do something by staff, they do as asked. They listen and talk to each other at snack and meal times. Children's efforts are celebrated by praise and displays of their work, which develops their self-esteem. Children feel secure as family books with photos of their families are included in the book area. This

ensures that they can see familiar faces when they choose to do so. Children understand why they are not allowed to do certain things, because staff explain to them how they can stay safe. For example, staff remind children not to jump on the bean bags as they may injure themselves. These supportive relationships between children and staff, help children to feel safe and secure.

Children follow appropriate hygiene practices, such as washing their hands before eating snack. They discuss keeping clean and healthy through conversations with the staff and are reminded to do so by the visual prompts in the bathroom. They participate in active and challenging play indoors. For example, children are encouraged to walk by pushing wheeled toys. They are developing good physical skills in walking, running, jumping and climbing because they have regular outdoor play opportunities. Raincoats are provided and are easily accessed next to the outdoor area to enable the children to play out in all weathers. This means children have a healthy lifestyle. Children are provided with a broad and interesting range of activities and learning opportunities to help them achieve and enjoy. Self-help skills are mostly supported through opportunities for the children to be independent. For example, by pouring their own drinks and serving their own lunch. However, independence is restricted at certain times. For example, coat pegs are too high for children to access limiting their chance to develop skills of putting on their own coat.

Children's communication skills develop well because staff engage them in conversations about their play and comment on what they do. They enjoy listening to stories and have extensive mark-making opportunities that purposefully support children's early writing skills. Regular singing also supports the children's developing language skills and this takes place regularly throughout the day. Mathematical concepts are learned through the daily routine. For example, a member of staff encourages learning about number order as she comments at lunch time, "which table will be ready first?" Children learn about capacity as they play in the water with a variety of different sized containers. Creative opportunities are provided for during adult-led learning and child-initiated play. For example, staff lead an activity with babies using shaving foam and glitter and children make their own pictures by choosing the mark-making equipment that is always available. Children learn about the changing weather. For example, when they come in from the cold, staff discuss with the children why their hands are cold.

Through celebrating festivals children learn about the wider world. For example, they decorate light holders for "Diwali". They learn to investigate and explore the natural world by using the investigation and exploration area. They can look closely at things under a magnifying glass or use large magnets to help support their understanding of scientific concepts. They use a computer that effectively supports their understanding of technology. This means that children are also developing good skills for the future. Overall, children are making good levels of progress towards the early learning goals in all areas of learning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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