

Bloomers Day Nursery

Inspection report for early years provision

Unique reference number

EY421466

Inspection date

01/03/2012

Inspector

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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*.

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Description of the setting

Bloomers Day Nursery was registered in 2011 after moving from its original premises. It operates from a converted warehouse in Homerton in the London Borough of Hackney. Access to the premises is at ground level directly from the adjacent footpath. Children have the use of four playrooms on the ground floor and share access to a secure outdoor play area. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 52 children in the early years age group may attend the nursery at any one time, of whom no more than 24 may be under two years. Currently there are 37 children on roll. There is a total of nine staff employed to work with the children. All staff are suitably qualified. The nursery supports children who have special educational needs and/or disabilities and those who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a welcoming and inclusive environment for children where they enjoy a variety of play activities. Overall, children make good progress towards the early learning goals. Staff are attentive to individual children's well-being and are proactive in encouraging children to adopt healthy lifestyles. The partnership with parents works very effectively in enabling parents to be involved in their children's care and learning. The nursery maintains a good capacity to improve through staff's commitment to the continual improvement of outcomes for all children.

What steps need to be taken to improve provision further?

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

- review the use of space in the toddler and pre-school playroom in order to create a more enabling environment with a wider choice of activities
- strengthen the nature and quality of adult interactions with children, with particular regard to making more consistent use of open-ended questions to extend their learning
- look at further ways of using the outdoor play area to offer a range of learning experiences across all areas of learning.

The effectiveness of leadership and management of the early years provision

The nursery's documentation provides a sound framework for staff's practice. The policies are regularly reviewed and made available to parents. There are effective procedures in place to promote the safeguarding of all children in the setting. This includes carrying out checks on all staff to ensure they are suitable to work with children. Staff have a good knowledge and understanding of safeguarding issues and know what to do if they have any concerns relating to child protection. Parents are made aware of staff's responsibilities regarding child protection. Staff carry out regular risk assessments and safety checks to ensure that potential risks on the premises continue to be minimised effectively. They risk assess all outings in detail and follow guidelines for keeping children safe on outings. All records relating to children's health and safety are well maintained.

Staff promote inclusion effectively through their caring approach towards children. They join children in play, offering help and support as needed. They ensure that children's care needs are attended to appropriately throughout the day. As a result children are well settled and feel valued as individuals. Good adult-to-child ratios are maintained at all times. Children have opportunities to increase their awareness of different cultures and religions when using resources that reflect diversity or when participating in outings in the local area. Staff organise the resources in the playrooms so that children have a choice of activities within each learning area. Staff in the baby room make particularly good use of the equipment and resources to maintain children's interest and develop their natural curiosity. The outdoor play area is a recent addition to the provision. Children especially enjoy the opportunity to play outdoors. Although, staff have not fully considered the planning of the outdoor environment to promote children's learning and stimulate their interest across all six areas of learning.

Parents receive clear information about the provision in an attractive brochure. Staff display pictures and information about the activities on offer to show how children learn through their play. A suggestions box has been made available to encourage parents to offer their views, enabling staff to take account of these in their future planning. Parents receive daily feedback notes on their child's day at the nursery. They are asked to provide written notes about events in their children's lives at home so that staff can follow up any particular interests. Parents appreciate the recent introduction of written reports which detail children's progress in each area of learning. These enable them to work in partnership with staff as they help children to practise and develop new skills at home. The nursery has well-established links with other professionals and this helps to ensure that children with special educational needs and/or disabilities receive appropriate support.

The nursery owner/manager is committed to the on going improvement of the provision for children. She sets high standards in terms of training and expects all staff to have the skills and knowledge required to care for children in the early years age group. She is enthusiastic in motivating staff and encourages them to further their professional development through attending extra training events.

She organises meetings and discussions to encourage staff to reflect on their practice using a process of self-evaluation. The resulting areas for development are collated into an action plan so that all staff are aware of the targets set. The nursery is working closely with a qualified teacher to develop various aspects of the provision, for example, implementing a new system of observational assessment. Their plans for the future are well designed to make the best use of the new premises to meet children's needs.

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

Children are happy in the setting and enjoy their play. They are aware of their boundaries and respond positively to staff and follow instructions. Children learn to share and to take turns, for example, when talking about their feelings at group times. They develop close relationships with staff. These are reinforced at lunchtimes when children sit in small groups each with a member of staff. There is plenty of choice for babies throughout the day and they often have fun with staff as they explore different materials, for instance, coloured feathers or bubbles. Staff in the baby room offer good support for babies, helping them to feel emotionally secure. They engage individually with the children, talking and playing with them, or sharing books and singing rhymes. Children in the toddler and pre-school room have a selection of indoor and outdoor activities from which to choose and are generally well supported by staff as they play. For example, staff assist them as they learn to use bats and balls or construct models. Although overall, the choice of activities in the outdoor area is quite limited.

Staff use a comprehensive system of observational assessment to move children on in their learning. This is particularly effective in highlighting children's areas of progress, enabling staff to determine their individual next steps of learning. Children's progress files provide a good record of their development and are used to assess progress across all areas of learning. Staff plan activities taking into account children's interests as well as learning needs. At group times, room leaders focus particularly on helping children to develop useful skills for the future in the key areas of literacy and numeracy. Children learn to recognise letters and numerals and increase their awareness of how to use letters and numbers, for example, as they sound out the initial letter of a word. Staff enhance children's freely chosen play, for example, when taking on a role while children play imaginatively with dolls or a doctor's set. However, staff are less effective at using open-ended questions to extend children's learning.

Children feel safe at nursery because there are a range of safety measures in place around the building. The premises are secure and children are always well supervised. They make friends easily in the relaxed atmosphere and consequently develop a sense of belonging. Children approach staff confidently if they have any requests. As they gain confidence, they initiate conversations with adults by themselves. Staff are attentive to matters of hygiene and encourage children to be hygienic too. Drinking water and boxes of tissues are easily accessible indoors and

outdoors. This encourages children to independently attend to their needs and develop their awareness of healthy practices. Children are offered a variety of healthy snacks and meals. The menu is well balanced and takes into account children's individual dietary needs. When playing outdoors children are able to practise and develop their physical skills, for example, as they climb and slide or ride on trikes. They benefit from opportunities to take part in outings to the shops or the park. Staff talk with them about ways to keep themselves and others safe. As a result children are well behaved and respect the needs of others.

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	2
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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