

Little Blossoms (Laceby Road)

Inspection report for early years provision

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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

Little Blossoms Day Nursery was registered in 2012. The nursery is open all year round, except bank holidays, from 8am until 6pm. The setting is registered to care for a maximum of 54 children at any one time. Currently there are 49 children on roll; of these all are in the early years age range. The setting provides care for children with English as an additional language and also children with special educational needs and/or disabilities.

The nursery has six members of staff and two supply members of staff. All of the staff hold relevant childcare qualifications, one has a degree in Childhood Studies and others are working towards further qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a safe and caring environment where they make very good progress in their learning. Children take part in a wide range of activities which are planned according to individual interests to promote a positive awareness of diversity and inclusion. Strong leadership and management help build an effective staff team. The nursery gives consideration to developing its practice and has implemented some self-evaluation. However, systems are not fully effective to identify steps to promote continuous improvement. There are comprehensive systems in place for staff to liaise with parents and other settings that children may attend.

What steps need to be taken to improve provision further?

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

- develop further a system to monitor and evaluate the quality of provision to lead to the identification of targets for further improvement.

The effectiveness of leadership and management of the early years provision

All members of staff have very good knowledge and understanding of their responsibility to safeguard children from harm. The nursery has a comprehensive and well-written safeguarding policy and procedure to follow should they have any concerns. All staff have attended training in this area. Staff learn about the internal procedure routinely as part of their induction and act accordingly to keep children safe.

The security of the premises is very good and procedures for arrival and departure ensure children are handed over safely to a known adult. Thorough risk assessments are carried out in the building and in the outdoor area. Full

assessments of risks are done regularly, ensuring all areas, equipment and resources are safe. Risk assessments are also completed for all individual outings that children are taken on.

Staff receive a very informative induction and all required checks are carried out, they are asked to read and sign the required policies that are in place. They also complete a working interview where they are observed working alongside the children. All staff regularly read the policies throughout the year to update their knowledge and also to ensure they are aware of any changes or new ones that have been implemented. Staff receive good opportunities to attend more training to ensure they develop new skills as well as keeping up to date with changes. Effective staff deployment means that all children are well-supervised and supported at all times. The management is aware of implementing a self-evaluation procedure however, this is in the very early stages and systems are not fully effective to identify steps to fully promote continuous improvement.

Staff promote very positive and supportive relationships with parents and carers. Information is shared around the nursery about the Early Years Foundation Stage and there are daily opportunities for sharing information verbally in order to meet children's individual needs. Children's profiles are available for parents to contribute in to ensure continuity of learning. Parents complete regular questionnaires, receive newsletters, attend open evenings and also place suggestions on the 'reflective flower' part of the noticeboard and the interest trees in each play room. Parents comments are extremely positive about the good quality care and enjoyment and how happy their children are whilst at the setting and that it is 'like home from home'. The nursery has formed good links with other settings that children will attend and has an informative transition procedure in place to support good continuity of welfare and development.

There is a broad range of toys and resources available throughout the nursery, which are clearly labelled and easily accessible for all children. These include a variety of resources that reflect images of diversity, so that children start to develop a positive self-image and awareness of the wider world and their local community. Children celebrate a number of different cultural festivals, where they taste a variety of foods from around the world and have books to support the festivals.

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

Children are very happy and enjoy accessing the child-centred environment; there is good emphasis on adult and child-led activities with colourful age appropriate toys, resources and play areas accessible to them. Children can make very good choices in their play, promoting all areas of learning, and explore and learn independently according to their individual needs. Observations and assessments are developing well and are very detailed; all areas of learning are clearly recognised and linked to the child's development and are enhanced with photographic evidence and children's own art work. Staff ensure that starting

points are fully recorded, when the child first starts in the nursery, and next steps clearly identified and recorded to enable the key person to inform future planning.

Children get lots of opportunities to develop their creative skills; they are very keen to do free hand painting outside. They share the different paint colours with their friends and, with support from staff, write their names on their pictures. All children learn about the world around us, they are very keen to go outside to the vegetable and flower garden where they help to water the plants and smell and touch the different herbs. Their physical skills are developing very well with the large well-resourced outdoor area available. Children learn to climb up the slide, take part in the Olympic day event and ride around on the variety of bicycles available. Babies are encouraged to learn to walk to the staff and as they count the steps they receive lots of clapping and cheers from staff. They play with the broad range of mechanical toys; they press the buttons on the small tables and watch the different coloured balls jump around. Babies have fun with the staff as they explore all the different textures in the treasure baskets, pretending to brush their hair. Communication, language and literacy are fostered throughout the nursery, with children of all ages accessing a wide selection of age appropriate books.

The nursery provides children with very healthy snacks of raw vegetables, toast and fruit, main meals are all freshly cooked and nutritional and all adhere to children's dietary and religious needs. The nursery display menus and managers have recently attended a course on eating healthily. They ensure parents are kept informed of changes in this area through good communication and involvement. Keeping children healthy and hygienic is of great importance, they follow good procedures and wash their hands throughout the day using paper towels, wipes and also anti-bacterial gel, along with good clear explanations and reminders from staff.

The nursery ensures that children learn how to stay safe, both within the setting and also within the community. For example, they learn about road safety, regularly practise fire drills and have explanations about how to go up the stairs using the child height stair rail, and to walk inside and line up when leaving the room.

Children's behaviour is of a high level and staff act as very positive role models offering consistent praise and support, which raises their self-esteem. All children are encouraged and reminded to be polite as they speak to each other and the staff, in the bright, cheerful and very welcoming environment they play in.

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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