

Blossoms Day Nursery

3-5 Stoneygate Road, Stoneygate, Leicester, Leicestershire, LE2 2AB

Inspection date	12/08/2013
Previous inspection date	06/01/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- A suitable variety of resources and play experiences are provided, so that children make satisfactory progress in their learning and development.
- Children are happy and enjoy attending this welcoming setting. They form secure attachments with staff, who meet their daily needs, help them to feel safe and promote their health and well-being well.
- Management and staff understand how to promote the health and safety of children in their care. Safeguarding procedures are secure and security within the nursery is a priority.

It is not yet good because

- Children's activities are not consistently observed to enable staff to plan appropriately for children's individual needs, interest or stage of development. As a result, realistic and challenging learning experiences are not always offered.
- Opportunities for parents to have an active role in children's learning, for example, by offering guidance and ideas to extend on what children know and can do, are not consistently offered.
- Monitoring of the educational programmes is not fully effective. As a result, there are gaps in some children's learning and development.
- Occasionally children do not always fully use the skills they have gained to increase their independent development.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the all playrooms used by children and the outside play areas.
- The inspector held discussions with the manager and spoke to staff, children and parents.
- The inspector looked at children's learning journal records, planning documentation and a selection of policies and children's records.
- The inspector held a joint observation with the manager and one of the deputies.
- The inspector conducted a tour of the premises and viewed the equipment and resources available for children.

Inspector

Alex Brouder

Full Report

Information about the setting

Blossoms Day Nursery was registered in 1994 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Stoneygate area of Leicester and is privately owned and managed. The nursery serves the local area and is accessible to all children. It operates from two detached houses and there are two fully enclosed areas available for outdoor play.

The nursery employs 20 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 6, 3 and 2.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 5.45pm. Children attend for a variety of sessions. There are currently 100 children attending, who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure regular observation is completed for all children and used consistently to track their learning and development, use this to highlight appropriate next steps and inform planning, to ensure all children's needs are met
- consider the individual needs, interests and stage of development of each child and use this information to plan realistic but challenging and enjoyable experiences for each child in all areas of learning and development.

To further improve the quality of the early years provision the provider should:

- increase opportunities for parents to be involved in their children's learning, for example, by providing information about how they can support their children's learning at home
- enhance children's independence and self-help skills, for example, by encouraging children to put on their own aprons or use cutlery unsupported
- monitor and analyse the educational programme more effectively to ensure that staff are planning appropriately for all children's individual learning needs.

Inspection judgements**How well the early years provision meets the needs of the range of children who attend**

Children make satisfactory progress towards the early learning goals and are learning a satisfactory range of skills in preparation for school when the time comes. They enjoy their time at the setting and take part in range of interesting play opportunities. Information is obtained prior to children's entry to the setting, on their learning and skills, which staff use to plan an environment reflective of their likes and interests. As a result, children settle quickly and easily into nursery life. Generally, regular observations and assessments are completed on children's learning and development to enable staff to plan appropriately for children's needs. However, this practice is not consistent as some staff are not always using observations to show what children have done or need to do next. This leads to an inconsistent picture of what children know and can do, particularly in the younger age groups. In addition, planning for this age group is not consistently linked to the observations staff make to plan suitably challenging activities to support children's learning. For example, a mathematical activity planned for two- to three-year-olds was not set appropriately for their age or ability. This means that some staff are not always using what they know of children's skills and abilities to effectively target and plan for the next

stage in their development. As a result, children make satisfactory instead of good progress overall. Staff have developed appropriate systems to enable relevant assessments to be made for two-year-old children and these are shared with parents. Parents are informed about what their children are learning because they are invited to parents' evenings and staff give them feedback everyday both verbally and for some children, through the use of a daily diary. However, opportunities to share ideas with parents to extend children's learning at home are less consistent. As a result, parents are not always able to contribute to children's learning.

Overall, staff demonstrate a suitable understanding of how children learn. They provide good levels of support during children's play, which encourages children to be curious and build on their vocabulary. For example, staff in one of the toddler rooms shows enthusiasm and enjoyment as they talk about the water 'dropping like rain' as they lift the sieve and show children what and how this occurs. As a result, children copy this and show great signs of excitement copying the words staff use, such as 'splish' and 'splash' when the water hits the surface. In addition, older children engage confidently and with fervour as they chat to the inspector, asking their name and sharing their own. A number of children have English as an additional language, which staff acknowledge. For example, as they help children to communicate their needs through using their home language, alongside English, for such things as milk, juice or using the toilet. This enables children develop their sense of belonging and to feel valued. They develop active imaginations as they use talk and hand gestures to share how they were 'bitten' by mosquitoes on holiday, explaining that the mosquito 'banged and banged into the window until it cracked and flew in'! Children enjoy looking at books both independently and during group sessions. Staff reading to the toddlers in the garden, give children time to respond to familiar phrases. As a result, their concentration and communication develops. These skills are essential for children in preparation for their future move to school. Babies show they are beginning to understand language. For example, when asked if they can find their shoes they fetch them and bring them to the staff to have them placed on their feet.

Overall, children have suitable opportunities to explore and initiate their own learning and ideas, enabling them to extend their play. For example, when playing outside a child takes the plastic bricks and pushes them down the slide, whilst indoors an older child selects a book to sit quietly and look through. In the main, staff support children to develop their independence, in order to prepare children for school readiness. For example, as they pour their own drinks, help themselves to snack in the pre-school rooms and take their shoes on and off. However, this practice is less robust for younger children, for example, in handling cutlery or trying to put on their own aprons. As a result, opportunities are missed to enable them to develop their independence. Children enjoy being creative and there are many examples of children's 'art work' displayed in all rooms along with their individual learning journals. They relish getting messy and use varied materials to support their exploration and sensory experiences, for example, hair gel, toothpaste and soil. Children enjoy the outdoors and areas are offered to support the range of age groups within the setting. For example, large and small slides, grassed and paved areas, nature trails, ride-ons, bikes and tricycles. As a result, children are suitably challenged in their physical abilities and show growing skill and confidence in using wheeled toys, climbing and running. Their small muscle skills develop appropriately as they use a range of

puzzles, construction sets, mark making tools and cause and effect toys.

The contribution of the early years provision to the well-being of children

Children's sense of belonging is supported through the secure attachments they have with all staff. As a result, they are happy and content and enjoy their time at the setting. All children have base rooms in which they are cared for and opportunities are offered each week to ensure that children have time to mix with others and develop their social skills. For example, during singing sessions and out in the garden. As a result, children become confident and build relationships with their peers. Children are greeted warmly and the key person system ensures that children are given time to build bonds, enabling them to settle quickly and easily. To further promote children's well-being staff have developed sound systems for their move from one room to the next. For example, children are taken on regular visits to meet their new key worker and peers supporting a smooth and stress-free move. This is also managed well when children are ready for their move to school; relationships have been developed with such provision to ensure that information on children's care and learning needs are shared, enabling children to feel secure with change. These sound processes contribute to children's self-confidence. Staff are well deployed in the setting.

Overall, resources are organised to enable children to make some independent choices in their play, which, overall, enables them to become engaged and enjoy their time at the setting. Children play cooperatively with their friends and staff take a consistent approach in their expectations for children's behaviour, so children quickly learn what is acceptable. For example, when playing together, children are reminded to share and take turns. Staff use appropriate strategies to manage children's behaviour, such as using positive praise and acknowledging their achievements. As a result, children develop confidence and have good self-esteem.

Children develop an appropriate understanding of safety through daily routines. For example, older children know to hold the bannister taking one step at a time, calling 'hold on' as they notice one of their peers has let go. Younger children are offered gentle reminders to keep safe, such as being asked to sit, not climb on chairs, with staff explaining why they should do this. They participate in the fire drill, which helps them to be aware of keeping themselves safe in an emergency. Children's personal care skills are good; they wash their hands independently and most children can use appropriate cutlery to feed themselves during meals, supporting their skills in readiness for school. Meals are healthy, varied and nutritious and children enjoy their food. Meal times are a social occasion and used well to help children learn about the impact that foods have on their health and well-being. Children are provided with good access to the outdoor play areas, which helps promote and maintain their good health and well-being. They use a variety of outdoor equipment, such as, tricycles, sit and ride toys, balls, slides and climbing apparatus to practice and develop their skills.

The effectiveness of the leadership and management of the early years

provision

The management team demonstrate a suitable understanding of their responsibilities in meeting the requirements of the Statutory framework for the Early Years Foundation Stage. Arrangements for safeguarding children are good and all staff complete safeguarding awareness as part of their induction into the setting. In addition, some staff have completed updated training within this area. As a result, any concerns that arise are dealt with appropriately to support and maintain children's safety and well-being. Further to this, robust daily, monthly and annual risk assessments ensure that all areas children access are safe and suitable for use. Entry and exits procedures are closely monitored and a biometric finger print reader ensures that only known persons are allowed entry to the setting. Secure recruitment and vetting procedures ensure that adults working with children are safe and suitable to do so. A range of policies and procedures are in place and made available to parents, enabling them to have an awareness of the setting's responsibilities to support children's safety and well-being.

Staff have regular opportunities to be informed of changes, for example, through regular meetings and in-house training. As a result, they are kept abreast of any updates in procedures to support children's ongoing care and learning needs. This also contributes to staff's personal development. Regular supervision and a yearly appraisal enable the manager and her team to hear any concerns staff have and to identify any particular learning and development needs. As a result, the staff team are growing in confidence and developing skills, in order for them to support children's wide ranging needs.

Overall, children generally receive appropriate support, which means they make suitable progress towards the early learning goals. As a result of this, they are appropriately prepared for their next steps in learning and their move into school. The management team have begun to monitor and assess the planning, observations and assessments that staff make regarding children's learning and development. However, this is not robust as there are inconsistencies and gaps in some children's learning, leading to inappropriate activities occasionally being offered. Despite this, staff have a secure knowledge and understanding of the seven areas of learning and do plan some worthwhile and interesting activities, leading to children making satisfactory progress.

Recommendations raised at the previous inspection have been successfully addressed to support children's safety and well-being. For example, children's welfare is supported as the child protection policy has been amended to reflect local guidance and staff have a secure understanding of the procedure to follow should an allegation be made against a member of staff. All rooms that children access are maintained at an appropriate temperature and the indoor environment is organised appropriately to support children's independent play. Observations and assessments are used to inform planning, although, there are some inconsistencies within the process. Self-evaluation is in place to assist the setting in identifying their strengths and weaknesses. Parents, staff and children are encouraged to contribute to this process ensuring that all those that use the nursery are able to influence change.

Staff develop warm and friendly relationships with parents. They gather useful information

from them when children are first admitted, to find out about children's backgrounds, routines and preferences to help to ensure that their needs are known and met. The setting offers bi-annual parents evening, in which they are invited into the setting to discuss their child's progress with staff. This enables them to become appropriately involved in their child's continued learning. Parents comment positively about the setting, confirming their children are happy, settled and well cared for. When required, staff work closely with outside agencies, such as speech and language therapists, to ensure they effectively support children with special educational needs and/or disabilities to make progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	226963
Local authority	Leicester City
Inspection number	905332
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	125
Number of children on roll	112
Name of provider	Blossoms Limited
Date of previous inspection	06/01/2009
Telephone number	0116 2448600

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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