

Bloomers Day Nursery

130 Homerton High Street, London, E9 6JA

Inspection date

28/11/2013

Previous inspection date

01/03/2012

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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 requires improvement

- Staff have a suitable knowledge of the learning and development requirements, which they use to plan an appropriate range of activities and experiences for children.
- Children learn about the importance of leading healthy lifestyles through daily outdoor play and healthy, balanced and nutritious meals and snacks.
- Staff form positive partnership with parents and share information about children's progress. Consequently, parents are able to support children's learning at home.

It is not yet good because

- Staff do not always manage children's behaviour consistently, using age appropriate techniques. Consequently, children are not always able to learn how to manage their own behaviour.
- Circle times are not always well planned to enable children to learn through group activities.
- Children's learning is hindered by the noise level in the toddler room as there is constant music playing, which means staff have to use raised voices to speak to the children.

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.

Inspection activities

- The inspector observed children playing in the indoor and outside learning environments.
- The inspector spoke to staff, children, management.
- The inspector checked staff ratios, signing in registers and children's register of attendance.
- The inspector conducted a joint observation with the manager.
- The inspector checked staff's qualifications and suitability to be working with children.

Inspector

Sue Mann

Full report

Information about the setting

Bloomers Day Nursery registered in 2011. It is registered on the Early Years Register. It operates from a converted warehouse in Homerton in the London Borough of Hackney. There is an enclosed outdoor play area. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. There are currently 73 children on roll in the early years age range. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery employs 15 members of staff, 13 of whom have appropriate early years qualification to level 3. The nursery supports children who have special educational needs and/or disabilities and those who speak English as an additional language.

What the setting needs to do to improve further

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

- ensure that children's behaviour is managed consistently, using age appropriate techniques that children will understand.

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

- develop circle times to ensure that groups of children can listen and enjoy group times together
- use music for specific purposes, so that children can learn to enjoy a range of music, which does not hinder their learning and development.

Inspection judgements

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

The staff show a suitable knowledge of the learning and development requirements of the Early Years Foundation Stage. They use this to provide children with interesting activities and experiences. For example, children enjoy making necklaces and bracelets with linking toys to decorate some teddy bears. Staff carry out regular observations on the children, which are kept in children's learning journals. Observations are neatly written and clearly identify children's next steps. This helps staff to plan relevant activities, which help children to make suitable progress in relation to their starting points. Staff gather information from parents at the start of each new care arrangement, which enables them to find out what children can do when they start at the nursery. Consequently, staff are

able to monitor all children's progress, which helps to support children to be ready for the next stage in their learning and development.

Staff use the space available well to provide children with a wide range of activities, which encompass all seven areas of children's learning and development. Children freely access painting, water and sand play during the day. In addition, creative activities, such as drawing are also available. Many pictures around the nursery display children's work, which helps children to feel valued and develops pride in their achievements.

Staff use a range of suitable questioning techniques to support children's communication and language development. They play alongside children, helping to extend children's learning and development through responding sensitively to children's questions and statements. For example, staff playing with the linking toys talk to children about the colours they are using. Children tell staff that they are making green and yellow bracelets, which staff respond to by telling children that they are the colours of the country they were born in. This helps children to link colours to important aspects of their lives and families. However, there is constant loud background music playing, which significantly increases the noise level in the room. Consequently, staff have to use raised voices to make themselves heard, which in turn raises children's voices. This disrupts children's learning, as they are sometimes unable to hear what is being said to them. Staff split the older children into two groups for circle time, but again, this is not well planned and means that both groups of children are singing against each other, which results in children not being able to fully follow and hear what is happening in their own circle time. Staff support a number of children who learn English as an additional language. Staff find out key words in children's home languages, which helps to support children as they settle into the nursery. In addition, some staff are able to speak additional languages, which means that they are able to communicate with children and their parents in their home languages. This helps parents and staff to work together to promote children's English speaking skills and enables them to communicate with their friends.

Staff encourage children to develop a love of books through story times, which children enjoy. They sit and listen to the staff retell stories using different tones of voice, which brings the stories to life and encourages children to join in with the repeated refrains. Each room has an area, which enables children to sit and look at books by themselves or with their friends and staff. This helps children to learn how to handle books appropriately and supports children's literacy development. All children are able to freely access a range of resources from the many shelves and low-level storage around the rooms. The resources in the baby room are in small baskets, which encourage babies' physical skills as they use their fine motor skills to reach into the baskets and select what they want to play with. The babies enjoy exploring simple technology through a range of electronic toys. They quickly learn that pressing buttons on the toys creates a display of coloured lights and a range of interesting sound effects. This encourages children further to explore what each toy will do. Staff sit and support the children in their play, teaching them how to turn each toy on and praising them when they succeed. This supports children's interest in technology and helps to develop skills they will need for the future.

Staff ensure that children play outside daily. The older children enjoy playing football with staff and using the bicycles and cars to move around the play area on. This helps to

develop their physical skills and an awareness of space as the outside play area is limited. Children enjoy outings to local attractions. For example, staff take the children to the local theatre to watch a Christmas Pantomime. The children chatter excitedly about what they might see as they prepare to leave the nursery to go to the theatre.

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

Overall, children are able to form secure and trusting relationships with staff and their key person. Time spent at the beginning of every new care arrangement means that staff gather all relevant information about children's likes and dislikes, which helps staff to plan familiar activities to help children settle into the nursery. Parents stay and support their children for as long as necessary, which helps children to explore their new surroundings from the security of their parents and form new relationships with their key person. This support helps children to arrive happy and separate from their parents easily. The babies enjoy warm, loving cuddles from staff as they wake up, which helps to reassure them as they wake. Consequently, children are ready to learn through play.

The staff support children's well-being and health well. The nursery's cook provides children with healthy, balanced, nutritious meals and snacks. The manager and staff have put a lot of thought into the lunch routines for the older children. Children help staff lay the tables, complete with tablecloths and vases of flowers. Children learn about what they are eating and how it is cooked through laminates, which display pictures of the lunch they are about to eat. In addition, the cook comes into the room and talks to the children how she made their lunch and what it is. This helps children to learn about the importance of eating healthily to promote their good health. Children politely thank the cook for their food, before enjoying their meals alongside the staff. This helps to develop children's social skills as they learn appropriate table manners and enjoy talking to their friends and staff while they eat. Staff ensure that there is fresh drinking water available for all children during the day, which means that children are able to access a drink should they become thirsty. Staff working with the babies, use individual beakers to ensure that children have access to their own fresh drinks during the day. This helps to ensure that all necessary steps are taken to prevent the risk of cross infection. Children spend time out in the garden, which helps to ensure that they get plenty of fresh air and exercise, which also supports their well-being and health.

Overall, most children behave well. However, staff are at times, inconsistent with how they deal with children's unwanted behaviour. This means that when children run about the room pushing toy buggies, some staff do not know how to effectively deal with the unwanted behaviour. Furthermore, some staff working with the toddlers encourage the children to say 'sorry'. However, this is not appropriate for toddlers, as they are not at an age when they will understand the sentiment intended. In addition, the high noise level in the toddler room means that children do not always hear instructions from staff and consequently are unable to act accordingly.

Staff have links with the local primary school, which helps to support children as they move into the next stage of their learning and development. Teachers come and visit their

new children at the nursery, which helps them to see the children in their familiar surroundings. Staff share details about children's current stages of learning and development and their care routines, which enables the teachers to plan relevant next steps for children accordingly. In addition, key person's take children to the school to enable them to see where they will be going. This helps to prepare children to move into the next stage of their learning and development at school smoothly.

The effectiveness of the leadership and management of the early years provision

The manager shows an appropriate understanding of her roles and responsibilities in meeting the legal requirements of Statutory Framework for the Early Years Foundation Stage. The manager ensures that she has enough staff working with the children to maintain the legal requirements through staff rotas and daily checks on the numbers of children and staff on the premises. In addition, the use of bank and agency staff ensures that if staff are on holiday or unwell, the required ratios of staff to children are always correct. All staff have undergone safeguarding training, which ensures that they know what to do should they have any concerns about a child in their care. Clear risk assessment procedures are in place, which work well alongside daily visual checks to ensure that all hazards to children are identified and minimised.

The manager has robust and rigorous recruitment procedure in place. This ensures that all new staff are thoroughly vetted and checked prior to starting work with the children. The manager ensures that any new staff does not commence work until they have had their Disclosure and Barring Service checks back. This helps to safeguard children, as all staff are cleared as suitable to be working with the children. Induction procedures work well to support staff to learn and understand the nursery's policies and procedures. Consequently, all staff know their individual roles and responsibilities and are able to support children's care routines, learning and development generally well overall. The manager continues to support her staff through regular supervisions and appraisals. These meetings provide opportunities for staff to discuss any concerns they may have about their own professional practices or request additional training. The manager supports staff's professional development by offering them opportunities to attend training courses as required. Consequently, staff feel valued and enjoy their jobs. Staff meetings work well to enable staff to discuss any areas of the nursery's practices or educational programmes that they feel could be improved. The manager seeks the parents' views through verbal feedback and parent meetings. This helps the manager and staff to reflect on the nursery's strengths and weaknesses and plan for future improvements. For example, the manager has plans to enhance the outdoor play area for the children. This will provide additional space to enable children to enjoy planting and caring for fruit and vegetables, and learn about what conditions plants need to grow.

The manager shows that she understands her responsibilities in ensuring that the learning and development requirements are met. She monitors the children's learning journal's regularly, which ensures that staff are correctly identifying children's current stages of learning and development. This helps to ensure that staff are able to plan relevant next

steps to support children's progress towards the early learning goals.

Staff work well to promote positive partnerships with the parents. They share information about what children have done during the day, which helps parents to be able to support their children's learning and development at home. Parents verbally share information with staff about what they have seen their children doing at home, which helps staff to include this in their planning for children's next steps. External partnerships work well to ensure that staff are able to support children who have special educational needs and/or disabilities. These professional relationships work to provide support and guidance, which helps all children to make consistent progress in relation to their starting points.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY421466
Local authority	Hackney
Inspection number	940327
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	52
Number of children on roll	73
Name of provider	Bloomers Day Nursery Limited
Date of previous inspection	01/03/2012
Telephone number	02085335656

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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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