

Blooming Babies Day Nursery Limited

St. Cleres School, Butts Lane, STANFORD-LE-HOPE, Essex, SS17 0NW

Inspection date	10/12/2013
Previous inspection date	15/11/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Staff working with the younger children do not effectively plan for their learning because their development is not effectively assessed or monitored, to make sure young children are making good progress.
- Staff do not gather information from parents about what their child can do at home to assess children's starting points. Therefore, staff cannot effectively plan for children's learning.
- The planning of activities both inside and outside is poor. This means that children's interests are not effectively captured or sustained so that they have purposeful play and learning experiences.
- Children's individual care needs are not consistently met because safeguarding practice is poor. Staff do not have a good understanding of their roles and responsibilities. They do not reasonably inform parents of a more serious injury to a child and the supervision of children and the deployment of staff is ineffective.

It has the following strengths

- Suitable relationships and attachments with children and staff. Therefore, all children settle into the nursery and they are generally confident and willing to try new activities.

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 viewed activities in the two playrooms and the garden area.
- The inspector spoke to children, staff and managers at appropriate times during the inspection.
- The inspector looked at a range of records including risk assessments, staff suitability checks, staff and children's attendance registers and the complaints log.
- The inspector looked at the planning and some assessment records including children's learning journals.
- The inspector undertook a joint observation with the manager.

Inspector

Lisa Paisley

Full report

Information about the setting

Blooming Babies Day Nursery was registered in 2011 and is on the Early Years Register. The nursery operates from two playrooms in a self-contained building within the grounds of St Clare's School in Stanford-le-hope, Essex and is managed by a limited company. The nursery serves the local area and is accessible to all children, and there is an enclosed area available for outdoor play.

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

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 13 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- implement effective planning and assessment for all children aged under two years to enable staff to understand children's level of achievement, interests and learning styles in order to effectively plan challenging learning experiences for each child reflecting those observations, so that they make good progress
- plan a challenging and enjoyable play and learning experiences both inside and outside and make sure a good range of creative activities form part of the core daily activities so that each child's interests are captured and sustained enabling children to build on existing knowledge and skills
- make sure parents are informed of more serious injuries to children as involve parents in their children's learning by improving the exchange of information on entry and during the placement and encouraging them to share their views and enhance children's learning and development at home
- make sure parents are informed of more serious injuries to children as soon as reasonable practicable to ensure children's individual needs continue to be met
- make sure that all staff understand their roles and responsibilities and that they are clear about procedures to follow in the everyday running of the nursery
- make sure children are effectively supervised at all times and the deployment of staff focusses on the experience and skill of the staff supervising children
- put in place safeguarding training for all staff to ensure that they have an up-to-date knowledge of safeguarding issues and that they know what to do if they have a concern about a child.

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

Children are generally settled and are willing to have a go and take part in activities. They are able to select from activities, however, the presentation of activities is not generally inviting. The range of creative activities and the use of the outdoor play area are limited. This means that children's interests are not effectively captured or sustained to enable them to consolidate their existing skills and knowledge. Staff do suitably engage in children's play and learning as they sit with the children, listening, talking and supporting children in their play. There are activity plans in place for children and they generally

cover the areas of learning. However, there are no systems in place for monitoring and assessing babies' ongoing progress and development. Therefore, activity plans for babies are ineffective as they are not based on informed knowledge of the babies emerging needs and interests. Learning journals, observations and progress reports are in place for older children. However, staff do not gather information from parents about what their child can do to contribute to the initial assessment in order to plan for children's learning. The progress check at age two is completed on the younger children attending the nursery. Staff liaise with parents and health professionals when completing the progress check. This ensures that any concerns are identified and acted upon at an early stage.

Children are supported in their language and communication skills as staff make sure that they listen and respond to what children say. For example, during construction activities staff ask questions about zoo animals, the noises they may make and where they live. Children have access to a range of information and story books and they enjoy looking at them with their friends and the staff. Children also have access to an outdoor play area, where they can use the slide, scooters, hoops, balls and balancing beams. However, outdoor play is not used to its full potential as children are not given the opportunity to readily access playing in the garden. Therefore, there are limited opportunities for children to explore the natural world and be physically active. Staff working with the babies ensure that they are able to play with activities that they enjoy, such as the shopping trolley, cars and trains. However, there is no focus in children's learning and limited opportunities for babies to play with sensory or creative activities. This means that they are not being given the opportunity to explore a range of activities and experiences that will help them make good progress. Circle time activities provide opportunities for children to learn about the days of the week, discuss the weather and talk about up and coming events, such as Christmas as they count down from 15 to nought confidently.

Children's learning in the home is supported through the nursery home book, staff working with the older children identify their next steps, such as shapes and numbers and bring this into their planning. The home book library scheme also helps support children's learning in the home. Children's readiness for school is not being effectively supported as the educational programme does not currently support children's independence or provide the opportunities for children to learn effectively.

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

Staff know procedures for recording accidents and applying appropriate first aid treatment. However, there is a lack of understanding of the importance of immediately contacting parents of more serious injuries to children. This means that parents are not able to make immediate decisions about their child's care and children's needs are not being met. Children's health and physical well-being is generally supported through a range of healthy snacks, a cooked midday meal and having access to fresh drinking water. Staff also remind children to wash their hands during the day and when they need to wipe their nose. Children demonstrate an understanding of how to manage their personal care needs, generally supporting children's health. There are procedures in place to support children with specific medical dietary needs as information is obtained from parents and is shared with the staff.

The key person system generally ensures that suitable attachments and relationships are made between the staff and the children. This means that children settle into the nursery and they are generally confident to take part in activities. Parents are able to talk to their key person at any time and there are discussions between the parents and staff during arrival and departure times. Transitions when moving to school are generally supported to ensure children are prepared for the move.

The nursery is generally a warm and welcoming environment as staff make sure that children are able to make choices about their play. Resources and equipment are generally safe and suitable for children to play with and they are accessible to them. A combination of children's artwork and posters are displayed to support children's emotional well-being. Children generally play well together as they share, take turns and are co-operative. However, at times during the session there are some disputes between children as they become bored or staff are not always effectively focussing on children's play and learning. Children learn about being safe through staff reminders, such as not running in the nursery and how to use equipment safely.

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

This inspection was brought forward by Ofsted due to a number of concerns raised relating to the supervision of children, staff qualifications, staff deployment, sharing information with parents, procedures followed when children have accidents, risk assessments and meeting children's needs. The inspection found that the provider did not reasonably inform parents of a more serious accident to their child and that on occasions staff practice is poor. The leadership and management of the nursery is inadequate as the manager does not have a full understanding of their role in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage.

There are appropriate vetting procedures in place; however, there are a number of breaches in the welfare requirements which means that children are not safe. Staff do not have a clear understanding of their roles and responsibilities as when dealing with everyday events, as staff do not contact the manager for advice and this results in practice being poor. Staff lack sufficient understanding of their role in safeguarding children as some staff do not know what to do if they have a concern about a child and staff do not record minor existing injuries to confirm how and where the accident happened. The supervision and deployment of staff is poor as more experienced staff are distracted with domestic issues, leaving the inexperienced staff supervising children. Therefore, children are not effectively supervised in their play. Risk assessments are regularly carried out. A new manager is in place, covering maternity leave and there have also been a number of staff changes, therefore, the nursery is going through a period of change. The manager is motivated and positive about her role and she is very aware that the nursery requires significant improvement. The nursery has been working with the local authority to address the concerns and as a result, an action plan has been put into place so that improvements can be made. However, the changes are not yet embedded within practice to improve the quality of the care and learning.

Staff work with parents so that they are generally informed about the nursery and the care and learning that children receive. Parents talk to staff about their child's developmental needs and respond appropriately, for example, children's toileting needs. Parents are generally complimentary and comment that the staff are friendly and approachable. Staff understand that they have to liaise with other providers where children attend other early years settings in order to promote continuity of care learning.

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	EY423109
Local authority	Thurrock
Inspection number	945932
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	13
Name of provider	Blooming Babies Day Nursery Ltd
Date of previous inspection	15/11/2011
Telephone number	07957 158890

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

