

Blossom Nursery

10 Nesfield Street, BRADFORD, BD1 3ET

Inspection date

21/01/2014

Previous inspection date

08/09/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- As a result of the very child-centred, vibrant and enabling environment created by staff, children develop good levels of confidence and independence.
- A key priority and success of the nursery is building strong links with parents and working in close consultation with them. This is because they recognise the value of this in ensuring children's success and ability to make optimum progress and reach their full potential.
- Children develop a strong sense of belonging as they enter the nursery, as a result of a very welcoming environment, which reflects all family backgrounds and demonstrates a clear appreciation and respect for diversity. This is strengthened through effective settling-in programmes.
- Good consideration is given to children's safety; in particular, there are highly effective arrangements for ensuring the security of the premises.

It is not yet outstanding because

- Full consideration is not always given to the organisation of lunch time routines, in order to ensure that these consistently promote children's personal, social and emotional development.
- Staff do not always enable children to have the freedom to become deeply involved in certain activities and have uninterrupted play because these are tidied away and changed too quickly.

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 activities in the three main playrooms and the outside learning environment.
- The inspector held meetings with the manager and nursery provider and conducted a joint observation with the manager.
- The inspector spoke with practitioners and children at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, including children's assessment records and planning.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form, local authority quality improvement documents and the nursery's improvement plans.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Rachel Ayo

Full report

Information about the setting

Blossom Nursery was registered in 2011 on the Early Years Register. It is owned by a private individual and operates from a converted mill, in Manningham, close to Bradford city centre. The nursery is accessible to all children. The nursery opens five days a week from 8am to 6pm, excluding bank holidays. Children attend for a variety of sessions. Children are cared for in three playrooms, all at ground floor level and have access to two enclosed outdoor play areas.

There are currently 70 children attending in the early years age range. The nursery provides funded early education for two- three- and four-year-old children and supports a large number of children who use English as an additional language.

The nursery employs 11 members of childcare staff, including the manager, six of whom hold appropriate early years qualifications; two at level 2 and four at level 3. The nursery receives support from the local authority and an independent education management consultant team, which includes an early years specialist.

What the setting needs to do to improve further

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

- review the organisation of care routines over the lunch time period, in order to support children's personal, emotional and social development further, including by providing clear guidance about behavioural expectations
- extend the opportunities to encourage and foster children's motivation, for example, by observing their engagement more closely and responding more precisely to these observations by giving children more uninterrupted time to play and explore.

Inspection judgements

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

Key staff have a good understanding of the seven areas of learning. Consequently, they provide a good variety of activities and learning opportunities, including through planned topics and themes. Staff have a very good knowledge of each child and their family background. This is as a result of extremely close partnership working and regular and precise assessments of children, informed by effective ongoing observations. This includes an accurate assessment of children's prior skills, knowledge and understanding being completed on entry. Staff use these effectively to plan suitably challenging activities based on children's next steps for learning and interests, including staff delivering presentations

to children through the use of a data board and projector. Comprehensive records of learning, which include photographs capturing children's first-hand experiences, give a wonderful insight for parents into their child's unique learning journey. They evidence that children are working comfortably within the typical range of development expected for their age and are progressing well, given their starting points. Parents are well informed about their child's progress and are successfully encouraged to support their learning. For example, they are invited to parents' evenings or parent days, whichever is more convenient to them, and themes are displayed, in order for them to contribute to these. Parents are also encouraged to share their own observations of any new achievements and contribute photographs of home events that staff can recall with the children.

Children are happy and sociable. They show they enjoy themselves at nursery through their good engagement in activities and are developing skills that prepare them for their next stage in learning as they move on to school. For example, as a result of a child-accessible environment, in which toys are stored invitingly at low-level, children can try things out as they take part in active learning. They explore independently making their own discoveries, solve problems, show good imagination and develop their own ideas. For example, older, more able children readily show adults the 'pizza dough' they have created and placed in a flat plastic pan. They use dough tools competently, showing good fine motor skills, for instance, as they use the toy pizza slicer, to cut the 'pizza'. Young toddlers in the baby room show intrigue as they learn how things work, practising their developing hand and eye coordination. For example, they enjoy pressing buttons and making things spin on early learning toys. Young children attempt to connect pieces of the train track together and engage in simple imaginative play with trains. Staff set out additional play opportunities to engage children in the pre-school room, such as creating collages and investigating a tray of coloured flour. Although, such activities are very popular and children show good levels of engagement in them, these are cleared away after a short amount of time. As a result, staff do not always notice and respond to children's interests and allow them the time and freedom to become deeply involved in such activities and have uninterrupted time to play. Children show amusing narrative in the home corner role play area, recreating their own experiences as they care for dolls. Their creative play is extended, for example, by staff regularly changing the area, for example, to create a shop, an ice-cream parlour, a doctor's surgery or baby clinic.

Adults support and extend children's learning well as they sit alongside them as they play. Those unqualified in childcare or less experienced in early years and therefore, have less secure knowledge, are well supported by the manager, in order to improve their quality of teaching in the nursery environment. As young toddlers show initial caution about playing in the tray of jelly, staff demonstrate how much fun this is by putting in their own hands. After some sensitive persuasion toddlers begin to explore this, frowning initially at the cold and slimy texture as the jelly oozes through their fingers. As they develop more enthusiasm for the activity, staff extend their developing language skills well. For example, they introduce words, such as 'wobbly', talk about how the jelly feels and encourage toddlers to link words to actions as they say, 'Are you squashing it?' Young children play imaginatively with the trains and develop an early awareness of shape and space as they attempt to connect pieces of track together. Staff encourage children to persevere with this task, however, sensitively intervene by explaining they need to turn the piece of track around. This minimises young children's frustration and enables them to learn new skills

and achieve what they set out to do, without staff doing it for them. Children have very good opportunities to learn about and operate simple equipment. For example, they play interactive games on the television screen and electronic tablet, also used to enhance children's enjoyment in stories. The nursery is extremely successful in supporting the communication and language development of children who use English as an additional language. For example, bi-lingual staff use both English and children's first language and dual language signs, notices and posters adorn the walls. Staff support children's early reading and writing skills effectively by creating an environment that is rich in print and value all children's questions and conversations. Consequently, children's confidence in the use of language is fostered.

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

As a result of a successful key person system, children build close bonds with staff and therefore, are happy, settle quickly on arrival in the main and feel safe and secure. Those who do not settle as quickly are suitably supported by staff. There is close consultation with parents during the gradual settling-in period, in which they are asked to share what they know about their children. Questions in the 'My unique child' ask parents about children's individual needs and what they can do for themselves, what they like to play with or where they like to go, for instance. Consequently, staff can provide individually tailored care, in line with parents' wishes and consistent with that given at home. This includes respecting families' cultural values and beliefs and enabling children to follow these in the nursery at parents' request, such as Islamic manners and customs. Children's welfare is monitored well during the settling-in period, for instance, by staff completing settling-in summaries. Children who use English as an additional language are well supported as they settle, as a result of the bi-lingual staff team. Children's continued sense of security is fostered well when they move between the nursery rooms. There are superb arrangements, in particular, for supporting children's transition to school where they have special educational needs and/or disabilities through excellent partnership working with other professionals and providers. Play areas are enhanced with photographs of children taking part in activities and accompanying labelling. In addition, posters and attractive displays incorporating children's artwork adorn the walls. This enables children to recall and talk about their experiences and reflect on their learning.

As a result of staff acting as good role models, children are sociable as they link up with their peers and enjoy sharing experiences, such as looking at story books or making Islamic pillar collages using coloured rice. Young children play alongside each other, for example, with small world toys, such as the train track and children in the pre-school talk about the process of baking cookies together, taking turns to mix ingredients. Children develop a strong sense of self and cultural identity as well as effectively learning about the values and beliefs of others by celebrating many traditions and festivals. Children develop a sense of responsibility, for example, as they help to tidy up in preparation for lunch and care routines support them to developing self-care skills. Staff also help children learn to behave well in the main as a result of their praise and encouragement and appropriate intervention and support. As a result, there are very few incidents of unwanted behaviour. However, children become restless as a result of being sat down for lunch too early and the post lunch-time routine in the pre-school lacks some structure. As a result, children

become a little boisterous and staff do not deal effectively with this, in order to guide them and consistently reinforce their understanding of behavioural expectations, including why certain rules exist.

Staff effectively support children's growing understanding of how to keep themselves healthy. They make very good choices about what they eat from nutritious snacks and home-made meals, which are effectively planned through strong consultation with children and parents. They incorporate dishes familiar to the children, such as Egyptian rice, Moroccan stew and curries, as well as other types of food being introduced, in order to expand children's experiences and tastes. Children readily tuck into the keema pasta, for instance, showing their enjoyment of this. There are stringent arrangements for meeting children's individual dietary needs, to promote their all-round good health and welfare. Themes, such as 'My amazing body', effectively reinforce certain messages to children about the importance of healthy lifestyles. For example, children looked at interesting books, put together a magnetic skeleton and shopped for healthy ingredients to make smoothies. All age groups have daily access to outdoors, with a separate covered area for the baby room. Consequently, children develop confidence in their large physical skills and manage risks and challenges relative to their age as they use apparatus and practise their developing mobility. Older, more able children delight in observing aspects of their environment as they play outside, noticing an aeroplane as it flies by. Children's understanding of dangers and keeping themselves safe is reinforced further, for example, by visits from a doctor and the police and through road safety themes.

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

The provider has a good understanding of their responsibility to ensure that the provision meets the safeguarding and welfare requirements and the learning and development requirements of the Early Years Foundation Stage. Consequently, children's well-being is ensured, their individual needs are effectively met and they take part in an interesting and varied early years curriculum. Children's progress is closely monitored, which means that children with special educational needs and/or disabilities receive excellent early support as a result of timely intervention. There is robust recruitment and vetting of staff and clear induction procedures, including probation periods, mentoring and the attendance of mandatory training. This ensures that new employees are safe to be in contact with children, suitable for their position and have a good understanding of their roles and responsibilities. Robust risk assessments ensure children's safety indoors, outdoors and on outings, such as walks within the local community or trips on public transport. Access to the nursery is stringently monitored to promote children's welfare. There are separate entrances for parents and visitors and a camera is sited on the external gate, which can only be opened via video intercom. Once inside the nursery entrances, there is further security before entering the main nursery rooms. In addition, closed circuit television monitors all areas, further safeguarding children. Practitioners have a good understanding of child protection issues, in order to pass on concerns promptly to safeguard children.

Minimum qualification requirements are met within the nursery, along with minimum adult to child ratios. Extra staff members are deployed in the pre-school room, in order for them

to sit and support smaller groups of children and provide more individual support and supervision. As a result of the differing staff qualifications and experience and a number of them being relatively new, this does result in some variations in their knowledge and practice. However, there are good processes in place to address these inconsistencies. For example, staff observations are undertaken and six-weekly supervisions and yearly appraisals take place. These monitor staff practice and provide a basis for the nursery's training needs analysis. Consequently, individuals are supported in their professional development, including through attending both internal and external training. The provider and manager have high aspirations for quality, with the manager showing a strong commitment to attending such training herself. This means that both her and her staff team's extended knowledge of early years practice positively impacts on the nursery practice. Extremely good progress has been made since the last inspection as a result of a strong drive for improvement, reflected in well-documented self-evaluation that includes excellent consultation with parents and staff. This is with particular reference to the observation, assessment and planning and the indoor and outdoor environment, through environment audits. There is strong consultation with the local authority as a result of the nursery's involvement in their quality assurance scheme, which entails visits in which focussed improvement plans and annual conversation reports are drawn up. These are currently being reviewed with the support of a private consultation team and the provider and manager have an accurate awareness of weaker aspects of practice. Many new initiatives are in place, or due to be implemented, to improve children's achievements over time and strive for excellence. There is an acknowledgement, however, that these are still being embedded to ensure that staff practice is consistent, fully effective and continually reflects the nursery's policies and procedures.

Parents receive good-quality information when their children enrol and during their child's time at the nursery. For example, daily record forms and face-to-face exchanges update them on their children's care routines and what they have enjoyed. Information is additionally shared through newsletters, text messages, general letters, notices and a white board. Open days also enable parents and children to enjoy activities together, such as taking part in calligraphy with the support of an artist. Parents' views are very important to the provider and these are encouraged both verbally and through questionnaires. Ideas are welcomed positively and used to inform and improve the service, such as the nursery menu and systems for sharing children's progress. Parents' express extremely positive comments about the care and education of their children. Through past experience at the nursery, the manager demonstrates a thorough understanding of working closely with other professionals where children have special educational needs and/or disabilities. In addition, she is fully aware of ensuring ongoing communication with providers should children also attend other settings, in order to ensure a shared and consistent approach.

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	EY424000
Local authority	Bradford
Inspection number	870196
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	73
Number of children on roll	70
Name of provider	The Children's Hub Ltd
Date of previous inspection	08/09/2011
Telephone number	01274299799

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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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