

Little Blossom Day Nursery

Ivydene, St. Fillans Road, LONDON, SE6 1DG

Inspection date	18/12/2013
Previous inspection date	23/09/2008

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		3
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

- The majority of staff do not have a current first aid qualification. This puts children at risk in the setting and on outings because there are insufficient first aid trained staff to offer appropriate first aid treatment in the event of an emergency.
- Staff do not obtain written permission from parents to seek emergency medical treatment, which puts children's health at further risk.
- Documentation is poorly organised and this hinders the efficient day-to-day management of the setting.
- Some activities lack challenge for children because staff do not evaluate them to plan for improvements.
- Self-evaluation systems are not effective enough to support the setting to reflect on their strengths and weaknesses to help make improvements in all aspects of the provision.

It has the following strengths

- Staff use assessments well to plan for children's next steps. This effective practice helps children to make progress in their learning.

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 involving children and staff.
- The inspector spoke to parents to find out their views of the nursery.
- The inspector looked at how staff are deployed to supervise children.
- The inspector met with the owner and looked at all documentation relating to safety.
- The inspector looked at evidence of staff checks, qualifications and children's records.

Inspector

Debra Davey

Full report

Information about the setting

Little Blossom Day Nursery has been registered since 2008. It is privately owned and operates from a converted house with living accommodation for staff above the nursery. The nursery is situated in a residential road in Hither Green, within the London Borough of Lewisham. The area is well served by public transport and is within walking distance of shops and local amenities. The opening hours are 8am to 6pm, Monday to Friday, throughout the year. There are currently 40 children aged from six months to five years on roll. The nursery supports children with special educational needs and/or disabilities and children who are learning English. There are 10 staff working with the children. Seven hold appropriate early years qualifications, including a member of staff who has attained Early Years Professional Status.

What the setting needs to do to improve further

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

- ensure that there are enough staff with a current qualification in paediatric first aid to ensure that there is a qualified first aider on duty at all times when children are present, including on all nursery outings
- ensure that documentation for the efficient day to day management of the nursery is appropriately organised, including monitoring of staff training and accessibility of required records, such as for staff suitability checks
- obtain written permission from parents to seek emergency medical treatment
- improve the educational programme by reflecting on activities and planning for a good level of challenge in all areas of learning.
- ensure the systems used to foster continuous improvement are robust; make sure that self-evaluation identifies and addresses key weaknesses, priorities and targets for improvement based on rigorous monitoring of practice.

Inspection judgements

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

Children are making progress in their learning and development. They learn about difference, the wider world and communication through fun activities designed to foster

their natural curiosity. Children explore happily with the support of staff and are learning to understand the world through purposeful play. For example, they find out what they need to know using computer programmes and have access to the internet so they can learn about the different flags of countries. This helps them to become independent learners.

Children make use of the outdoors to explore and learn, splashing in puddles and balancing on crates. They have their own growing area to grow vegetables in the summer and enjoy planned outdoor activities for number and letters. However, staff do not reflect on the planned activities in sufficient detail to decide how these can be improved. This means that some activities lack challenge. For example, older children learning to write their names do not have enough opportunities to experience labelling or to enjoy writing during play situations. This means that children are not learning that writing is for different purposes.

Younger children enjoy planned adult-led activities. For example, babies concentrate well at circle time with staff to enjoy group music sessions and explore rhythm and rhyme. This aids the development of their communication and language skills. Staff use assessments well to record the progress children are making. This means they are quickly able to address any extra help children may need. They share information with parents on a regular basis and are attentive when planning children's next steps in learning. This means that children with different abilities catch up and are gaining skills they need to move on to the next stage in their early education.

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

Staff are deployed well in the nursery and provide good levels of supervision to keep children safe. There is an effective key person system in place to help children settle and support their learning and development overall. However, the majority of staff either do not have or have not updated their first aid qualification. Only one member of staff is currently qualified to administer first aid. This fails to protect children in the event of an emergency either in the nursery or on outings. This means children's well-being cannot be assured.

Children are happy and settled in the nursery and this helps to support their well-being. They leave their parents easily when they arrive and show genuine affection for other children. They hug and kiss their friends and really enjoy each others' company. They behave well due to the positive examples set by staff. Support for children who are learning English is good. The cultural composition of the staff team accurately reflects the families attending, helping to ensure all children are included in nursery activities and routine practices. Staff are aware of the different languages children speak and ask parents for key words. Many children speak French and staff speak to them in English and French during play. This means that children learn two languages and they feel supported because their home language is valued.

Children enjoy and good range of fresh foods throughout the day. They sit together for

meals and older children help themselves to the foods they like. Meals are freshly prepared by the nursery cook and good attention is given to children's dietary requirements. This keeps children safe from allergic reactions. They have access to drinks during the day and have plenty of opportunities to play outside in the fresh air. This fully supports their good health. Staff are organised well to ensure consistent supervision of children as they play inside and outdoors.

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

The inspection took place due to a number of concerns relating to safeguarding children's welfare, particularly safeguarding practice, suitability and qualifications of staff, accident or injury, outings, record keeping, and information kept about the children. The inspection found that, although there is a suitable safeguarding policy in place, compliance with the safeguarding and welfare requirements is inadequate. The manager does not have sufficient understanding of the legal requirements for the Statutory Framework for the Early Years Foundation Stage. There are a sufficient number of staff employed with childcare qualifications. However, there is not always a first aid qualified staff member present and on outings. This is a breach of the safeguarding and welfare requirements for the Early Years Register and the associated requirements of the Childcare Register. This does not constitute safe practice and compromises children's safety, welfare and well-being. Nonetheless, staff do record any accidents and these are few in number and quite minor. This is because staff do teach children boundaries in their behaviour and how to keep themselves safe during play. Risk assessments are used for outings and appropriate information is kept on file, such as parent contact details which are available to staff in the event of an emergency. However, record keeping is chaotic and the manager struggles to find information relating to staff checks and qualifications. This has led to poor tracking of the training programme which has resulted in the lapse of first aid training for staff. As a result of the inspection findings the provider is required to take further action.

The manager, who is also the owner of the nursery is responsible for health and safety. Risk assessments and daily checklists are used to reduce and remove hazards indoors, outside and on outings. This works well because the manager has made staff aware of their responsibility for health and safety. For example, on the day of the inspection a broken safety gate was reported to her as soon as the staff noticed it. This means that hazards are quickly identified and minimised. However, not all required permissions are obtained from parents, including their consent to seek emergency medical treatment. This puts children's health at further risk.

Self-evaluation systems are in place and parents are consulted for their views on their children's learning and nursery practice. However, the current self-evaluation systems are not robust enough to identify and address key weaknesses in practice, such as the lack of first aid qualifications for staff, missing parental consents, the poor organisation of documentation and the lack of challenge to children in their learning and development. There is a complaints system in place which demonstrates any complaints received in writing are recorded and the nursery complaints procedure is followed, including the

response to the complaint and any action following it.

The nursery is warm, clean and welcoming with effective procedures such as a strict no-shoe policy in the baby room to protect children. Nursery staff have formed strong partnerships with other settings. This allows them to access advice and supports children when they move on to school. Parents are enthusiastic about the nursery and the care provided by staff. They report that their children are happy and well looked after and they can see the progress children are making in their learning. Parents are involved in the day-to-day life of the nursery by attending fun days, multi-cultural events and outings.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure there is at least one person caring for children who has an appropriate first aid qualification at all times (compulsory part of the Childcare Register).
- ensure there is at least one person caring for children who has an appropriate first aid qualification at all times (voluntary part of the Childcare Register).

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	EY370387
Local authority	Lewisham
Inspection number	943791
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	38
Number of children on roll	40
Name of provider	Bolanle Oladokun and Adekunle Oladokun Partnership
Date of previous inspection	23/09/2008
Telephone number	0208 697 5990

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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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