

Little Blossom Day Nursery

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

Inspection date	16/06/2014
Previous inspection date	18/12/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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 provide a relaxing and welcoming environment for children, which helps children settle quickly and build positive relationships with staff and each other.
- The manager demonstrates a strong drive for improvement to develop the quality of the provision for children.

It is not yet good because

- There is some inconsistency in staff practice with regards to observation, assessment and planning children's next steps in learning. As a result, learning potential of activities does not always focus on supporting children's individual progress.
- Children's personal independence and self-care skills are not consistently promoted as staff do not develop children's knowledge of hand-washing routines or develop opportunities to enhance their independence at mealtimes.

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 interviewed the manager and had ongoing discussions with staff regarding practice throughout the inspection.
- The inspector sampled documents including children's development records, policies and procedures and viewed the nursery's action plan.
- The inspector observed the staff and children during their play.
- The inspector take account of parents views on the day of the inspection.
- The inspector completed a joint observation of an activity with the manager.

Inspector

Marvet Gayle

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 Catford, 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 36 children on roll, all of whom are in the early years age range. 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 two members of staff who have 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:

- improve the consistency of staff practice when implementing the learning and development requirements and identifying children's next steps in learning, and plan a challenging and enjoyable experience for each child in all of the areas of learning and development
- develop the educational programme for physical development to promote children's independence and self-care skills, for example, by providing consistent opportunities for washing hands and developing their independence at mealtimes.

Inspection judgements

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

Children make satisfactory progress in their learning and development across the areas of learning and generally enjoy an interesting range of activities, both indoors and outdoors. Staff have a sound understanding of how to support children's learning and meet their specific needs so that every child makes progress from their starting points for learning. However, there is lack of consistency in staff practice, with regards to planning experiences to meet children's identified next steps in their learning, based on their current needs and interests. Consequently, not all activities are purposeful and challenging for each child.

Children are confident talkers. They take pleasure talking to each other and staff, making their needs known. For example, a four-year-old child was unable to find the games to play on the computer and went to find a staff and ask for help. They follow simple

instructions well and enjoy group time sessions when they work together playing a shopping game activity. Children's language skills and sense of belonging is promoted well. Staff praise children's effort making them feel good about themselves, which support their self-confidence. While sitting at the lunch table, children use well developed language skills to explain and talk about what they had done at the weekend. This helps develop their communication skills.

Children have access to a broad range of books to promote their early interest in printed material. For example, babies explore touchy feely books, books with flaps and musical books. Children take pleasure in making marks as they are provided with resources to paint and draw. Children are beginning to develop meaningful number skills in play. For example, one child informs another child that they have "two pieces of chicken" and asks, "how many have you got?" Children show an interest in sorting according to animal type as they play on the computer. This helps develop their problem solving and number skills.

Children are developing suitable understanding of how things work while playing with a range of battery operated toys. This promotes their understanding of information and communication technology equipment. Children are developing a sound sense of time with the use of a daily routine. Children in the baby room are encouraged to explore as staff ensure resources are easily accessible for them. They can use resources to be engaged in imaginary play and this enables them to develop their imaginative skills having areas where.

Staff show a satisfactory understanding of how to conduct observations, assessments and children's development and complete the required progress check for children when they are aged between two and three years. Staff share children's learning records with parents and encourage them to extend their children's learning at home. However, this is not consistent across the staff team, consequently, learning activities are not always tailored according to children's needs and next steps in learning are not always used effectively to inform planning. Consequently, not all children are making the best possible progress.

Children with special educational needs and/or disabilities and children who learn to speak English as an additional language are well supported through effective partnership working. This is helping to narrow potential achievement gaps for some children. Staff recognise the diversity in children's families and lifestyles. They value and support each child's specific individual needs. Children celebrate cultural and religious events, and go on a range of outings, with prior written permission from parents. Children are provided with play resources that reflect differences in the social world around them.

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

Children and their parents receive a friendly greeting on their arrival, which helps all children feel valued. Children are cared for in a calm and relaxed atmosphere. Babies and children benefit from close interactions with staff. Babies sit close to staff while they explore their environment. Children generally have opportunities to develop their personal

independent skills in everyday situations. However, this is not consistently promoted, for example, they are not encouraged to serve themselves at mealtimes or develop good hygiene routines each time they wash their hands.

Children are happy, well behaved and polite in the nursery. The key-person system works well to help each child feel emotionally secure and settled. Staff are attentive to their needs, offering reassurance if children are feeling a little unsettled or tired. Staff frequently uses praise and encouragement. For example, as children begin to share, take turns and play well together are praised and acknowledge. This boosts children's self-esteem and supports them in developing their early relationships. In the garden, children giggle with delight as they sit together for lunch and patiently wait their turn to be served.

Children learn about keeping safe by practising emergency evacuations, learning how to use tools, such as scissors, safely and following agreed rules as they play. For example, listening to each other. The nursery promotes children's health well. Children eat freshly cooked meals and snacks daily, they have access to fresh drinking water provided by the nursery. Food is healthy and the children all eat well, which help them develop a healthy lifestyle. Generally there are acceptable procedures in place to encourage good hygiene, such as washing hands before eating and after using the toilet. However, not all staff supervising children during this time encourage them to use the liquid soap. As a result, children are made prone to cross infection and reduce opportunities to develop healthy habits. Babies and toddlers learn to begin to feed themselves, with some support from staff as they all sit together to eat.

Children benefit from daily outdoor play. Some indoor activities are extended outdoors to support children's learning and development. Staff encourage babies to play and explore their environment by placing interesting toys around them. Older children use wheeled toys in the garden confidently and negotiate space well. Children play and learn in a safe environment as staff complete a range of safety checks and risk assessments, both indoors, outdoors and for outings. Children learn about the importance of keeping themselves safe and the impact it may have as they are also involve in this process. For example, children regularly participate in the nursery emergency evacuation procedure so they are aware of the steps to take in an emergency. There are appropriate numbers of staff who are first aid trained to help ensure children's safety is prioritised.

Staff demonstrates an appropriate understanding of the skills children need to have developed before they leave for school. For example, children learn to share with each other and develop their self-care skills. Teachers from local schools are invited into the setting to meet the children before they move to school, providing support for the big step. In addition, staff takes children on visits to the schools where they are encourage to take photographs of their new environment and use to make books, which they share with home and each other. Staff talk to the children about what to expect and read stories introducing school to help address any concerns or worries by the children.

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

The manager has a clear understanding of the roles and responsibilities with regard to the safeguarding and welfare requirements of the Early Years Foundation Stage. A range of appropriate policies and procedures, and clear systems to ensure the safe recruitment of suitable and qualified staff are effectively implemented. Documentations are well organised, which helps the efficient day-to-day management of the setting. Staff have a clear understanding of their role in implementing safeguarding procedures to promote children's welfare. Staff are clear about the signs, symptoms of abuse and their responsibility to act upon concerns. This enables them to act in children's best interest. The majority of staff have a current first-aid qualification. As a result, this helps to reduce the risk to children in the setting and on outings because there are sufficient first aid trained staff to offer appropriate treatment in the event of an accident and/or emergency. As a result, children are cared for in a safe and secure environment. There is appropriate procedure in place to obtain written permission from parents to seek emergency medical treatment, which helps to ensure children's health is not at risk. Children can easily choose and reach a broad range of resources to support their learning. The space in the nursery is utilised effectively through careful planning, allowing children to become engaged in their learning. Staff regularly rotate the selection of toys on offer to maintain children's interest. Babies' toys are bright, colourful and provide ample stimulation. Since the last inspection, the management and staff have made satisfactory improvements to the provision. Focussed targets for improvement have ensured that previous actions raised and recommendations made have been responded to well. Overall, staff are using their skills well to promote positive outcomes for children. Observation, assessment and planning systems used are generally working well and, as a result, children are making progress in their learning and development. The manager continues to seek support from the local authority to help ensure new strategies are being embedded into practice. Staff and management are committed to continuous improvement. They are beginning to use their self-evaluation tool to reflective on their practices. They are eager to further develop the nursery and ensure leadership and management of the nursery is fully effective. They are developing staff confident by monitoring their practice on a regular basis. They have also implemented staff annual appraisal and six weekly supervision, identifying particular training needs and support staff in their roles. Ensuring children achieve and are effectively prepared for future learning, and starting school. There are systems in place to seek the views of parents and children to help inform and support their improvement plans. The staff are aware of the importance of sharing information with outside agencies and obtain written permission from parents to support this partnership. Parents are fully involved with the decision making process to enable all parties to plan for the specific needs of the child. In addition any other providers sharing the care of the children are kept informed of any developments or achievements through the use of a daily contact book. This enables the parent to be kept well informed about any information being shared. Consequently, children's needs are supported and addressed well.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	965309
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	36
Name of provider	Bolanle Oladokun and Adekunle Oladokun Partnership
Date of previous inspection	18/12/2013
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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