

# Bloom Day Nursery

52-54 Talbot Road, Old Trafford, MANCHESTER, M16 0PN

## Inspection date

Previous inspection date

29/07/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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

- Observation and assessments effectively support planning for children's next steps in their learning so children make consistently good progress in relation to their starting points.
- Staff are fully aware of their responsibilities to fulfil the safeguarding and welfare requirements. Consequently, children remain safe and secure when attending the nursery.
- Management and staff develop positive relationships with parents, which helps them respond well to children's individual needs.
- The managers place strong emphasis on supporting the staff team. Ongoing support, coaching and training is provided, which enables all staff to further develop their already good practice and supports children's achievements.

### It is not yet outstanding because

- Partnership working with other early years providers is not yet fully embedded to consistently share information about children's learning to complement and support their future development.
- Staff do not consistently talk to children about safety and give explanations of the consequences of their actions. Therefore, children's understanding of how to keep themselves safe is not fully extended.

## 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 all rooms within the nursery and outdoors. The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and owner.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector had a tour of the nursery with the deputy manager.
- The inspector sampled documentation, including children's assessment records, planning documentation, evidence of staff suitability and qualifications and children's learning journals.

## Inspector

Joanne Ryan

## Full report

### Information about the setting

Bloom Day Nursery was registered in 2014 on the Early Years Register. It is situated in a four-storey, detached building and operates over two floors in the Old Trafford area of Greater Manchester and is managed by JCM Nurseries. The nursery serves the local area and is accessible to all children. It operates from two main rooms and four additional rooms. There is an enclosed area available for outdoor play. The nursery employs 13 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 and 3, one at level 5, one at level 6 and one with Early Years Professional Status. The nursery opens Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 7am until 7pm. Children attend for a variety of sessions. There are currently 45 children on roll who are in the early years age group. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- strengthen existing partnerships with other early years providers to consistently share children's learning in order to complement and support their individual developmental needs
- build on the opportunities for children to increase their awareness of safety by giving clear consistent messages concerning the risks children are taking.

## Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage, which enables them to plan activities that are fun and enhance children's learning. For example, staff and children have built a bug hotel in the outdoor area using a range of materials. This supports children's problem-solving skills in considering how to build the hotel and their understanding of the world as they look at the features of the different bugs. Staff know children well because they effectively complete observations on children to identify the next steps in their learning. Staff complete regular progress reports for children, including the progress check completed between the ages of two and three years. These are detailed and provide parents with an informative summary of their children's progress. The progress reports include ideas for parents so they are able to continue the learning at home. The clear system for observation, assessment and planning supports all children to make good progress.

Staff gather a range of information from parents upon entry, which enables them to understand what children can already do and plan initial activities. Children have many opportunities to develop their exploration and investigation skills. For example, there is a dedicated sensory room where children use a range of senses, such as smelling different objects and feeling different textures. The outdoor area has been well planned to give children opportunities to develop in all areas of learning. For example, children develop their imagination skills as they play in the role-play area. They develop their early writing skills as they make marks on paper outdoors. Children develop their understanding of the world as they go on a nature walk in the nursery garden.

Teaching is good because staff talk to children throughout the activities and they enjoy reading stories together, which supports children's communication and language skills. Children enjoy joining in number rhymes and action rhymes where they jump up and down enhancing their physical skills. Children participate in a sports days where they undertake various races while their parents observe. This supports children's confidence and self-esteem. Therefore, children are developing the key skills required for their next stage in learning. Staff support children with special educational needs and/or disabilities well by working closely with parents and other professionals. They set targets for children who require extra support and review the progress made, therefore, children's individual needs are met. Staff work with parents to find out about children's backgrounds so they are well informed to support children who speak English as an additional language. Staff and children celebrate a range of festivals to support children's understanding of diversity.

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

Babies and children's well-being is promoted well, as they develop secure emotional attachments with their friendly and caring key persons. This ensures their move from home to the nursery is successful. Attachments are strong because staff listen closely to parents and children. When children become ready to move to the next room, staff support them emotionally by sharing information and taking them on gradual visits. Therefore, children are confident to move to a new environment. Staff and parents share the care needs of children through a daily diary and conversations at the end of each day. This ensures children individual needs are catered for and a consistent approach is created. The good support offered to children means they are emotionally well prepared for the next stage of learning.

Children's behaviour is good and they are learning how to behave and know what is expected of them. This is because staff are good role models and use age-appropriate strategies to support this, for example, staff give children suggestions of how they might share the resources. Staff consistently offer praise and encouragement, which helps to promote children's self-esteem and confidence. There is an excellent range of resources, available to children, which are stored at their height. Children choose where and how they want to play, which supports their emerging independence. Children have some opportunities to take risks. For example, they climb on different sized logs outdoors and negotiate the height of the slide. Staff ensure children are safe by supervising them well.

For example, when children climb on furniture they get them down. However, staff do not always give children explanations about how to keep themselves safe and explain the possible consequences, therefore, children's understanding of safety is not fully promoted.

Children are learning about healthy lifestyles through the activities they engage in. For example, children have a growing area outdoors where they have grown potatoes and other vegetables. Staff provide children with healthy meals and snacks that meet their individual dietary needs. Older children have the opportunity to clean their own teeth, which enhances their self-care skills. Children have many opportunities for fresh air and exercise because all children access the outdoor area every day.

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

Children's welfare is promoted well because arrangements for safeguarding are thorough. All staff receive training in this area and are well supported by managers. They ensure that staff understand safeguarding issues and are confident of the correct procedure to follow should they have any concerns about children. All staff are recruited robustly; any gaps in their employment history are investigated to ensure the nursery is recruiting in a safe manner. All staff and volunteers are vetted to ensure they are suitable to work with children. Furthermore, the premises are kept safe and secure; staff undertake daily checks of the premises and garden. These procedures contribute to keeping children safe. There is a clear policy on the use of mobile telephones and technology, which safeguards children during their time at nursery.

The management team has a secure understanding of the requirements of the Early Years Foundation Stage. The quality of monitoring practice and evaluating its impact on children ensures they all make good progress. For example, children's development files are scrutinised to ensure assessments are accurate and planning for their next steps in learning is appropriate to their needs. The manager and deputy undertake observations of staff practice and discuss strengths and weaknesses in one-to-one supervision meetings, which support staff in their continuous professional development. Staff undertake regular training, which has a positive impact on outcomes for children. For example, staff are involved in a year long project aimed at supporting two year olds. As part of the project they have audited areas where children play and have made several improvements. The nursery has only been operating a short period and they have made continuous improvements in this time. For example, they have developed the outdoor provision to ensure all areas of learning are offered outdoors. The managers have sought the views of parents and the local authority to support them in identifying future improvements, which demonstrates a capacity for continuous improvement.

Staff have established effective partnerships with the schools children will transfer to. They have requested information from parents and have put together a summary report to pass onto teachers so children can continue learning from their current stages. However, they have not yet established such good relationships with other providers of the Early Years Foundation Stage where children have previously or do currently attend.

Therefore, a consistent approach has not been fully promoted. Parents speak very highly of the nursery and feel that staff take very good care of their children, as well as having a good focus on learning and development. Parents feel fully informed about their children's time at nursery, which means they are able to create consistency between home and the nursery. The nursery has built good relationships with other professionals, which means they are able to support children with special educational needs and/or disabilities very well.

## 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

<b>Unique reference number</b>	EY473479
<b>Local authority</b>	Trafford
<b>Inspection number</b>	956716
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	90
<b>Number of children on roll</b>	45
<b>Name of provider</b>	JCM Nurseries Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01618737432

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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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