

Blossom Trees Nursery Ltd

Bobbins Day Nursery, Back Lane, Staveley, KENDAL, Cumbria, LA8 9LR

Inspection date	06/10/2014
Previous inspection date	31/10/2013

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

- Children are happy and settled in this supportive environment because the staff are caring, friendly and kind. Key persons know their children well and respond to their needs appropriately. As a result, children feel assured as parents leave.
- Activities and experiences are challenging and interesting for children to take part in. This means that children sustain interest and make suitable progress in their learning.
- Children are safe in this well-organised learning environment. The staff use a range of effective techniques to teach the children how to manage risks for themselves.
- Managers and leaders have effective systems in place to support and coach staff. They offer many opportunities for them to access further training to support them in their continued development.

It is not yet good because

- The last inspection report is not made available to all parents within the setting and the nursery website links parents to an incorrect inspection report.
- A limited range of words and phrases are communicated and displayed to support children who speak English as an additional language. Therefore, this hinders their ability to further develop their speech and language.
- Children are not always supported in playing cooperatively with one another because there are occasions when staff do not respond appropriately to them following a conflict.

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 took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector had a tour of the setting, including the outdoor area.
- The inspector observed children in the birth to one year room, the one to two years room and the two to three years room.
- The inspector held discussions with the staff and the children throughout the inspection.
- A joint observation was conducted with the manager of the setting within the pre-school room.
- The inspector held a meeting with the manager and co-manager of the setting.
- A range of documentation was looked at by the inspector. These included, the policies and procedures, staff suitability checks, the provider's self-evaluation form, risk assessment records, accident forms and children's observation and assessment records.

Inspector

Charlotte Bowe

Full report

Information about the setting

Blossom Trees Nursery Limited was established in 1997 and was opened under the current ownership in 2009. The setting is registered on the Early Years Register. It is situated in a purpose built premises in the Staveley area of Kendal, Cumbria and is privately owned. The setting serves the local area and is accessible to all children. It operates from four playrooms and there is an enclosed area available for outdoor play. The setting employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3. The manager holds Early Years Professional status and the co-manager and pre-school teacher hold Qualified Teacher Status. The setting opens Monday to Friday, all year round. Sessions are from 8.30am until 5.30pm. Children attend for a variety of sessions. There are currently 45 children attending who are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language. The setting is a member of the Pre-school learning Alliance.

What the setting needs to do to improve further

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

- ensure that a copy of the latest inspection report is made available to all parents at all times within the setting and that the report link on the provider's website is accurately linked to the correct inspection report.

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

- complement the key words and phrases that parents have provided to support children with English as an additional language and use these effectively during their play, for example, by communicating the words and phrases with children as they play and displaying them in their play environments for them to observe
- strengthen the behaviour management techniques used to ensure that staff make enough time to listen to what children are saying following a conflict and respond appropriately each time.

Inspection judgements

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

Children make suitable progress in their learning, given their starting points. The staff work together with parents as children begin at the setting to gain an in-depth

understanding of their individual needs and interests. For example, All about me booklets are completed during settling-in sessions to identify what children like and dislike. Tracker sheets inform staff of what children can already do in their learning and development. This ensures that children's unique starting points are clearly defined. The broad range of observations that are used accurately capture their achievements as they play and the staff clearly link these to the areas of learning. Assessments of children are regularly completed and clearly record the progress that they are making in their learning. Their next steps are clearly highlighted and supported through a range of interesting and challenging activities. Children who speak English as an additional language are appropriately supported because the staff work together with the parents to seek key words and phrases to help communication. However, these key words and phrases are limited and the staff have not yet researched further words to complement the information gained from parents. In addition, there are no key words and phrases available for children to observe within their play environments. This means that they hear a limited range of words in their home language as they play and do not have the opportunity to observe them in their play areas. Therefore, this hinders children's ability to further develop their speech and language skills.

The staff are experienced and well qualified. They have a sound understanding of how to promote children's learning and development. A broad range of activities and experiences are planned for them to engage in, that are interesting and challenging. Therefore, children are motivated to learn and they sustain their interest. Young children have many opportunities to develop their exploratory skills as they eagerly engage with the natural objects on a tray. They enjoy collecting the jar lids and place them into a container. The staff support them in extending their learning as they engage effectively with them. For example, they encourage children to try and find the curtain rings and ask if they can place them onto the end of the spoon. They actively respond to this and gather up all of the curtain rings and carefully place them onto the spoon. The staff foster children's personal, social and emotional development as they praise them for their achievements. As a result, children develop their self-esteem and self-confidence. Older children have fun as they take part in their weekly French lesson. They confidently join in with their bonjour song and competently count to 10. Furthermore, they begin to learn the names of colours. They are well supported by the staff who connect the sound of colours that children are not as familiar with, to the sound of a well known ladies name so that they remember the word. Children develop their literacy skills as they make marks with paintbrushes and water on the chalkboard. They eagerly crawl into the cosy reading dens to read books. The staff teach them about the initial sounds of words through the sound box. They encourage children to bring in items of interest from home beginning with that letter to support them in developing their knowledge of letters and sounds. As a result, children receive depth and breadth in their learning and development and are ready for their next stages in learning, including their move to school.

Partnerships with parents are strong. The staff use a range of effective ways to involve parents with their children's learning. Daily diaries are completed by the staff each day and detail what children have been involved in during their time at the setting, their achievements and routine information. Parents actively contribute to these as they record their children's achievements from home and any information on changes to routine. Parents are invited into the setting to talk to the children about their profession. For

example, they enjoy having their nails painted by a beauty therapist and then eagerly engage in the role-play area that has been enhanced by the staff in support of this. Progress reports are completed for all children each term and are fully shared with the parents. Furthermore, children's all about me learning files are well presented with a range of photographs, observations and assessments for parents to access at any time. As a result, a shared approach to children's learning is embedded.

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

Children are happy and settled in this supportive environment because the staff are friendly, caring and kind. A well-developed induction procedure is in place and supports children to settle when they are ready. For example, shorter settling-in sessions are arranged so that they have time to become familiar with their new surroundings and for them to develop secure emotional attachments with their key person. Staff clearly know their children well and respond to their needs effectively because they seek detailed information from the parents relating to children's care routines as they begin at the setting. For example, children are comforted as they drink their milk from a bottle and are settled for sleep in the cosy and relaxing sleep rooms when they are ready. This ensures that their emotional well-being is effectively supported. Children are well mannered because the staff teach them to say please and thank you when sharing their toys. Furthermore, children eagerly join in with the please and thank you song before their lunch. Children engage with each other well during their play. However, there are occasions when staff do not make enough time to listen to children and respond appropriately when there has been a conflict. Therefore, they are not always fully supported in playing cooperatively with one another.

The play environments are appealing and creatively decorated with a wide range of children's work and photographs. The staff value all of the children in their care and show an interest in their lives. For example, the Our family display board supports the youngest of children to engage with their key person and their peers as they point to members of their family who are important to them. Children reflect upon their own experiences with their peers as they look at the photographs on the forest school display and demonstrate a sense of pride as they observe their artwork around the rooms. Children are supported in developing their independence skills because the wide range of resources are effectively organised at low level so that they can access these for themselves. Younger children are encouraged to attempt to find their own coat and shoes before going out to play and the staff are on hand to support them in this where needed. Furthermore, they independently select their own comfort items before going to sleep. Older children develop their confidence and feel special as they become the snack time helper. They eagerly take a leading role as they count the number of plates and cups needed, help to prepare the food and pour the drinks. This all ensures that they develop the emotional and confidence skills needed for their move on to school.

Children learn about foods that are healthy because the staff teach them about this during their weekly baking sessions. A range of fresh fruits are provided for snack and often

these are home grown by the parents. Children develop their awareness of healthy fruits and vegetables as they take part in planting strawberries, carrots, broccoli and potatoes in their outdoor environment. As a result, they adopt healthy eating practices. Children have regular access to fresh air and for exercise because the staff provide many opportunities for them to access their outdoor environment. They have fun as they walk along the local river bank and collect stones to take back and paint at the setting. They build and balance using a range of wooden blocks in the outdoor pagoda. Children begin to manage risks for themselves as they attempt to cross the bumpy bridge and climb across the hanging tyres on the assault course. They actively take part in weekly aerobic classes and mini-gym sessions. This all ensures that they develop their all-round physical skills and develop healthy lifestyles. Children regularly take part in forest school sessions. They are encouraged to venture through the woods under the close supervision of staff. They are taught that if they look up and there are no trees then they have gone too far. Furthermore, as children become competent in the activities on offer in the forest school, they learn that the stones around the fire are the boundary for them to stay behind. As a result, children learn to keep themselves safe.

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

Since the last inspection the provider has improved the service provided in relation to the learning and development requirements and safeguarding and welfare arrangements of the Early Years Foundation Stage. Actions regarding the security of the outdoors, the effectiveness of the health and safety procedures, staff training and professional development arrangements and the ability to provide challenging and interesting activities for the children across all areas have been addressed. However, the most recent inspection report is not made available to all parents and the setting website links parents to an incorrect inspection report on the Ofsted website. Therefore, the information that some parents receive is misleading. Managers and leaders have a suitable understanding of their roles and responsibilities in keeping children safe. The whole staff team have attended safeguarding training. Therefore, they have a firm understanding of what would alert them to a concern about a child in their care. In addition, they clearly know the procedures that they would need to take to protect children from harm. Effective systems are in place to keep children safe. Daily risk assessments of each room ensure that the environment and resources are safe and fit for purpose. Accidents are clearly recorded and detail the nature of the accident and the first-aid treatment given. These are promptly reported to parents as they collect their children from the setting. Children are kept safe as they play outdoors because the gates are kept locked. Key pads on the external doors ensure that they are kept safe from intruders. Furthermore, visitors are thoroughly checked before they are allowed access to the setting. For example, identification badges are thoroughly checked and a visitor's record is used to record all visitors to the setting. Robust recruitment procedures ensure that newly appointed staff are experienced and suitable for their role. For example, the questioning techniques used during the interview process ensure that managers are able to determine whether the candidates have suitable experience and knowledge for the role. References are sought from previous employers, qualifications are checked and suitability checks are swiftly carried out. This all ensures

that children are kept safe with trusted and experienced adults.

The quality of teaching is generally good. The whole staff team are well qualified and have a sound understanding of how to promote children's learning and development. Children's progress is effectively tracked through a range of observations and assessments that clearly record the progress that children are making and identify their next steps. These are well-supported through a broad range of challenging and enjoyable activities and experiences. As a result, children make suitable progress in their learning and development. Managers and leaders monitor the educational programmes effectively. They observe the range of planning and assessments on a regular basis to ensure that all children are making progress in their learning. Staff are well supported by the managers and leaders. Their teaching practice is effectively monitored through regular supervision meetings and peer observations. These are an opportunity for staff to discuss what they are doing well and what they need to improve and to identify any relevant training needed to support them within their role. Furthermore, the managers offer effective support and coaching to newly recruited staff through a robust induction procedure. Staff work together well as a team and share their experiences at staff meetings and through daily discussion. They regularly make enhancements to their provision, which has a positive impact on children's learning. For example, following an interest in sand and digging, the staff have implemented a large outdoor sand area for children of all ages to access. The staff strive to make improvements and regularly complete effective evaluations of the setting that clearly highlight the strengths and areas to improve. A clear development plan is in place for their continued improvements for the future and staff have suitably addressed the actions from their last inspection. As a result, they show commitment in raising the quality of care and education on offer to children.

Partnerships with parents are strong. A range of information is shared with parents so that they have a good understanding of the types of experiences that will be provided for their children. For example, Things I can do at Blossom Trees information booklet ensures that parents have an insight into what their children will be involved in during their time in each room. The main noticeboard provides a wealth of information relating to the Early Years Foundation Stage for parents to observe. Parents report that they are happy with the care that their children receive in this relaxed environment where staff are friendly and caring. They add that they feel fully informed of what their children have been involved in through effective communication and the daily diaries. Staff have made effective links with the local school and regularly take the children for visits. Furthermore, the staff invite the class teacher into the setting before children move on to school to read stories to the them so that they become familiar with them. In addition, children's progress reports are shared with the teacher so that they are aware of their individual needs and care routines. As a result, children receive continuity in their care, learning and development and are prepared for their move to school.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY399891
Local authority	Cumbria
Inspection number	963360
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	41
Number of children on roll	45
Name of provider	Blossom Trees Nursery
Date of previous inspection	31/10/2013
Telephone number	01539 822400

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

