

Bloomers Day Nursery

130 Homerton High Street, London, E9 6JA

Inspection date

21/11/2014

Previous inspection date

04/07/2014

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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

- Staff provide children with a wide range of challenging learning opportunities, which helps them develop effectively.
- Staff have established affectionate, caring relationships with children, which means children are happy and settled.
- Staff develop effective relationships with parents; as a result, children's needs are met well.
- Staff help children to make good progress from the start because they effectively identify any gaps in their development through ongoing observations and assessments.

It is not yet outstanding because

- Staff do not always provide younger children with resources to extend their mark-making skills.

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 interaction between the staff and children inside and outside.
- The inspector examined a range of documentation including staff and children's files.
- The inspector spoke to parents during the inspection about the nursery's service.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with the management team and staff throughout the inspection about their practice.

Inspector

Caroline Preston

Full report

Information about the setting

Bloomers Day Nursery registered in 2011. It operates from a converted warehouse in Homerton, in the London Borough of Hackney. There is an enclosed outdoor play area. The nursery is open each weekday from 8am to 6.30pm, for 51 weeks of the year. There are currently 63 children on roll in the early years age group. The provider receives funding for the provision of free early education for children aged two-, three- and four years. Staff support children who speak English as an additional language, and children with special educational needs and/or disabilities. The nursery is registered on the Early Years Register. The nursery employs 16 members of staff who work directly with children; of these 11 hold early years qualification to level 3, four are qualified at level 2 and one staff member is qualified at level 5.

What the setting needs to do to improve further

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

- extend resources for young children in order to develop their mark-making skills.

Inspection judgements

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

Staff undertake regular observations and assessments of children's initial stages of development when they start at the nursery. Therefore, staff are able to identify any gaps in development. They take steps to help all children progress at their rate of development effectively. Staff support children well with special educational needs and/or disabilities and children who are learning to speak English as an additional language. For example, staff work closely with external agencies and undertake training by these professionals. This means they are skilled in developing daily programmes to offer children support with their speech and language skills. Staff teach children new vocabulary so that they use it in a meaningful way. For example, during speech and language activities, children learn about different instruments and the sounds they make. Staff encourage children to listen to instructions and describe what they hear and imitate the sounds and words. Staff organise small groups of children so that they receive well-planned, intimate learning experiences. This means children improve their language and literacy skills and close gaps in development. However, at times staff miss opportunities to offer younger children varied mark-making resources to extend their learning in this area.

Staff sing with children so that they learn familiar nursery rhymes. Children enjoy sitting in small groups with staff on the carpet making choices about which songs they want to sing. This means children's social and emotional development is developed as they make friends and learn to speak out. Children also learn to socialise with each other during a variety of

activities, inside and outside and during mealtimes. Children are encouraged by staff to build small counting bricks as they count each one, developing mathematical skills.

Staff provide children with challenging outdoor play to develop their physical skills. Children ride, climb, run, walk and move freely. Pre-school children are skilled at using the computer. Staff provide many different learning games, so that children learn to move the mouse, drag pictures on the screen and work the printer. Staff play game table-top games with children to develop their understanding of letters and sounds. For example, children learn to match pictures with words, developing early literacy skills. Staff provide water play outside and sand play activities, so that children handle natural materials and express their ideas and thoughts creatively. Children mould and make shapes with the sand developing small-hand movements. Staff motivate children to try things for themselves. For example, children are encouraged to blow bubbles themselves by holding the bubble stick during the bubble blowing activity. All of which helps children prepare for their next stage of learning.

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

Staff have established an effective key-person system which works well because children are happy, settled and their individual needs are met. Staff have established close, affectionate relationships with children in all play rooms, which builds children's confidence and self-esteem. Young babies are eager to play and have fun, which develops their physical and emotional well-being. Staff are good role models; they interact well with children showing them how to behave. As a result, children behave well and learn appropriate boundaries of behaviour. Staff remind children about good listening, good sitting and good looking, which are nursery three rules that they use to help children to concentrate and focus during group learning. Staff further use picture cards of these rules to reinforce good behaviour; they also praise and encourage children consistently.

Staff teach children about diversity. For example, they provide opportunities for children to learn about Black History month and other festivals. They further broaden children's understanding as staff provide play resources reflecting positive images of others. Staff learn key words from children's home language and display photographs of children from the same background with the key words. These displays are changed regularly so that all children can view their photographs and key words. This promotes children's self-awareness of themselves and others positively.

Staff teach children about safety, such as road safety and stranger danger, so that children begin to understand how to keep themselves safe. Staff promote children's understanding of good hygiene practices, preparing them for school. For example, the importance of hand washing before and after meals, and after using the toilet. Staff wear appropriate gloves and aprons when changing nappies and the environment is clean and hygienic. Children learn about healthy lifestyles, because staff provide healthy, nutritious meals and snacks throughout the day. Staff develop children's understanding further by taking part in a healthy eating programme to introduce improved nutritious meals. Staff provide daily outdoor play so that children can enjoy fresh air and exercise to build their

sense of well-being. Overall, staff provide a range of good resources, both inside and outside to help children develop in all areas and prepare them for school.

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

The provider understands her roles and responsibilities in meeting the safeguarding and welfare requirements and the learning and development requirements. The manager monitors and assesses the educational programme effectively. She observes individual staff in the playrooms, offering constructive feedback during regular supervisions. Therefore, she is able to identify any gaps in delivery of the educational programme and address this through further staff training. This means, the programme for professional development is effective because staff attend further training to improve their practice and develop their knowledge.

Staff and the management team have a good understanding of safeguarding procedures. There are robust and clear procedures in place because these have been reviewed and staff have completed further training. They know how to identify any concerns and report these to the nominated safeguarding officer at the nursery and the appropriate external agencies. Thorough recruitment procedures are followed to ensure staff are safe and qualified to be around children. Staff complete detailed risk assessments daily, both inside and outside in the garden, and when taking children on trips. Therefore, all possible dangers and hazards to children are removed. All of which safeguards children effectively.

The manager implements clear and detailed systems for self-evaluation to help improve practice and to offer better outcomes for children. For example, the staff team have developed the garden enormously, so that children have daily free flow into the garden to extend their learning opportunities. Staff plan the outdoor curriculum well. They ensure different age groups of children access the garden at different times, so that they have use of all the space and resources. This also strengthens the programme for developing children's physical development. Additionally, a newly built office area at the front of the nursery has been added. This has helped staff to monitor the front door so that no one can enter uninvited. Additionally, close circuit televisions have been installed around the nursery and intercom systems, which mean that staff can see who is at the front door. All of which safeguards children. Staff maintain ratios at all times; the management team have improved staffing ratio systems. For example, daily checks are made throughout the day on the ratios of children present and more staff are on duty in the mornings, which is the busiest time of the day. Parents have also been informed to adhere to their times of arrival and collection of their children to help staff monitor ratios.

Good relationships have been established with parents. Staff update parents about their child's progress regularly; they provide regular newsletters and speak to parents daily. Staff request feedback from parents about how to improve their service. For example, upon parents request to improve the bamboo in the garden, staff have now replaced this. This means staff listen to parents and respond well. Staff work effectively with outside

agencies to meet the needs of the children successfully.

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	EY421466
Local authority	Hackney
Inspection number	985270
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	52
Number of children on roll	64
Name of provider	Bloomers Day Nursery Limited
Date of previous inspection	04/07/2014
Telephone number	02085335656

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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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