

Bloomings Day Nursery

The School House, Off Gainsborough Road, Warrington, Cheshire, WA4 6ZE



Inspection date

24 August 2015

Previous inspection date

19 October 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Observations and assessments of children in the Tweenie room are not carried out frequently enough to plan challenging activities that best support children to make as much progress as possible.
- Supervision and monitoring procedures are not sufficiently established to maintain good quality teaching across the nursery.
- Staff do not always follow the legal requirement for informing parents or carers when children have sustained an accident or injury at the nursery.
- Staff do not always provide age-appropriate activities and resources for older children in the outdoor environment.
- Management do not have rigorous methods in place for self-evaluation, or take into account the views of parents and children.

It has the following strengths

- Parents are kept informed about their child's progress. They regularly discuss and share written information with parents about their child's learning and development.
- Staff are qualified and have a suitable knowledge and understanding of how children learn and develop. This knowledge helps to support children to make steady progress and develop the basic skills they require in readiness for school.
- Staff have warm interactions with children. They help children to settle easily, form strong bonds with their key persons and develop their confidence and independence.

What the setting needs to do to improve further

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

- strengthen the arrangements for carrying out observations and assessments of children's progress in the Tweenie room, to ensure that the next steps in their learning are consistently identified and are used to plan challenging activities that meet the individual needs of all children
- ensure all staff are effectively supervised and have the necessary support, training and skills to improve personal effectiveness, which is adequately monitored to ensure all children benefit from consistently good quality teaching and learning
- ensure all staff rigorously follow the procedure for reporting all accidents or injuries sustained at the nursery to parents or carers as soon as possible.

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

- provide older children with activities and resources that effectively challenge and motivate them in the outdoor environment
- develop the self-evaluation process, to identify areas for further development that will secure continuous improvement in the provision for children.

Inspection activities

- The inspector looked at children's assessment records and planning documentation.
- The inspector held a meeting with the manager and checked evidence of the suitability and qualifications of staff working with children. The inspector also viewed policies, procedures, risk assessments and the nursery's self-evaluation.
- The inspector spoke with both children and staff, and observed play and learning activities within the main environment and the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day.
- The inspector carried out a tour of the premises.

Inspector

Alison Regan

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff complete observations on children and use a tracker system to identify which development bands the children are currently in. However, observations and assessments in the Tweenie room are not frequently carried out. Staff are not able to effectively plan next steps for children based on up-to-date and accurate information. This means that all children make steady progress in their learning rather than good, including those who have special educational needs and/or disabilities. Teaching in the nursery is good during planned activities and, at these times, children make good progress in their learning. For example, staff ask challenging questions to encourage children to work out how many currant buns are left if one is taken away. However, during child-led play, the activities and resources outdoors do not provide some children with enough challenge and motivation to learn, particularly the older children. Outdoor resources tend to be tailored around the needs of the younger children.

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

Babies and children are happy and secure at the nursery. They have developed effective relationships with staff, who are caring and attentive to their needs. This contributes to their emotional well-being. Positive behaviour is promoted and children are encouraged to be polite and use good manners. Staff discuss any care requirements and preferences with parents so that children's needs are met. However, staff do not always share important information with the parents as required. For example, staff do not always follow the legal requirement to inform parents if their child has sustained an accident while at the setting. Good health is promoted at the nursery and children are served healthy snacks and meals. Staff discuss with the children the importance of washing their hands after using the toilet, which helps to embed an understanding of good hygiene practices from an early age.

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

The manager and her team have a secure knowledge of the safeguarding and welfare requirements. The manager checks the educational programmes through group tracking sheets to identify gaps in children's learning. There is an effective recruitment procedure to ensure all staff are suitable for their roles. All staff have a suitable knowledge and understanding of their responsibilities. They know the correct procedures to follow in the event of any safeguarding concerns. Staff access some training and are occasionally observed informally by the manager. However, staff do not benefit from a regular system of coaching and support to improve their personal effectiveness and to develop their knowledge further. For children who have special educational needs and/or disabilities, staff adapt their practice well. The key person regularly meets with other professionals who are involved in their care. The manager has some understanding of what needs to be improved. However, the continual improvement of the nursery is not secure, as management do not carry out a regular evaluation of the provision.

Setting details

Unique reference number	315293
Local authority	Warrington
Inspection number	871982
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	57
Number of children on roll	50
Name of provider	Lisa Heaps, Alan Thompson and Rona Thompson Partnership
Date of previous inspection	19 October 2011
Telephone number	01925 636616

Bloomings Day Nursery was registered in 1997. The nursery employs 11 members of staff. Of these, eight hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery 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 and children with special educational needs and/or disabilities.

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