

Blooming Babies Day Nursery Limited



St. Cleres School, Butts Lane, STANFORD-LE-HOPE, Essex, SS17 0NW

Inspection date 5 January 2016
Previous inspection date 9 April 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- The provider demonstrates a very poor capacity to improve and issues raised at previous inspections have not been adequately addressed. Systems to monitor staff through supervision are not focused enough on raising the quality and consistency of teaching to a good level.
- The managers do not monitor the educational programme or children's progress sharply enough. They do not ensure that accurate and appropriate information is used to support children's ongoing learning and development. Gaps in children's learning are not always identified or addressed in a timely manner.
- Staff are not diligent in promoting children's health and safety. Toilet areas are dirty and staff do not consider the risk when changing children's nappies on the mat placed directly on the toilet floor.
- The managers do not monitor or evaluate the provision to identify areas of improvement through rigorous self-evaluation.
- Opportunities for parents to share more extensively in their child's learning have not been fully explored.

It has the following strengths

- Staff respect children as individuals and treat them with warmth and kindness. Children include staff in their play and confidently seek reassurance if they are feeling upset.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ improve and develop the quality of teaching so that all children benefit from activities that engage and challenge them and help them to move forward in their learning 	29/02/2016
<ul style="list-style-type: none"> ■ implement systems to monitor the effectiveness of the educational programmes, identify where individuals or groups of children may have gaps in their learning and take appropriate action to address these 	29/02/2016
<ul style="list-style-type: none"> ■ take action to ensure that all areas of the premises are fit for purpose and that children's health and safety are consistently promoted. 	29/02/2016

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

- implement rigorous and effective systems for self-evaluation to inform priorities and set challenging targets for improvement
- increase the opportunities for parents to be more involved in their children's learning and share information from home.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the managers. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Joanne Barnett

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding children are ineffective. Little progress has been made since the last inspection. Staff do not carry out cleaning duties effectively to promote children's health and safety. The provider has suitable policies and procedures in place for child protection, and staff undertake regular training to keep up to date. They know the procedure to follow if they are concerned about a child in their care. Overall, leadership and management are not effective. Monitoring and self-evaluation have not been used to identify and prioritise key areas for improvement. The management of staff performance has not identified the weaknesses and inconsistencies in teaching practice and assessment. Staff are not able to identify areas of development for individual children and the assessments are not always consistent or accurate. They are not used effectively to understand all children's needs or plan appropriate experiences to support their individual learning and development. Information about children's learning and development is not shared effectively with parents.

Quality of teaching, learning and assessment is inadequate

Children's development is not sufficiently supported across all areas of learning. Staff do not use the information gained from assessments to plan purposeful activities that challenge individual children. Staff are not able to identify areas of development for individual children and the assessments are not always consistent or accurate. They are not used effectively to understand all children's needs or plan appropriate experiences to support their individual learning and development. Many activities planned for children are not age and stage appropriate. For example, they take part in group activities, such as understanding the seasons and months of the year. The activity is not adapted to meet their needs as the language use by staff is too advanced for the children to understand. Staff tend to focus on the monthly theme and are not responsive to individual children's own ideas and ways of learning around the subject. Children are not always learning what they need to know next in order to make good progress towards the early learning goals. Staff do, however, provide children with some activities which sustain their interest. For example, children develop their creativity as they cut out, glue and stick various images to make a picture.

Personal development, behaviour and welfare are inadequate

Children's health and safety are not effectively supported. The cleaning routines are not carried out efficiently with regard to the toilet floor. Staff's hygiene practices are not always robust, particularly when resorting to changing toddlers' nappies on the mat on the floor. Staff help children to understand acceptable behaviour. For example, during group activities, staff encourage children to take turns. Staff seek information about children's care routines from their parents. Babies sleep according to their parents' wishes, which helps to provide some continuity of care. Children benefit from lots of fresh air and exercise in the outdoor play area. They take walks in the woods or visit the chickens on the school site. This supports their physical health. Children's health is further supported as staff work closely with parents to ensure that they meet specific dietary requirements. Parents are complimentary about the care provided for their children and value the warm

relationships between their children and staff. Children form attachments with their key persons, which helps them to feel settled and secure in the setting.

Outcomes for children are inadequate

Children do not make enough progress from their starting points. Gaps in learning are not promptly identified or addressed. Children are not well prepared for their next stage of learning, including the eventual move on to school.

Setting details

Unique reference number	EY423109
Local authority	Thurrock
Inspection number	1012496
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	26
Number of children on roll	12
Name of provider	Blooming Babies Day Nursery Ltd
Date of previous inspection	9 April 2015
Telephone number	07957 158890

Blooming Babies Day Nursery Limited was registered in 2011 and is one of two settings run by the same provider. The nursery employs five members of childcare staff, all of whom hold appropriate early years qualifications at levels 2 or 6. The nursery opens Monday to Friday, all year round. Opening hours are from 7.30am until 6pm. The nursery provides funded early education for three- and four-year-old children.

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