

# Blooming Babies Day Nursery Limited



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

<b>Inspection date</b>	31 May 2016
Previous inspection date	5 January 2016

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

## Summary of key findings for parents

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

- The provider has failed to ensure that there is always a member of staff who holds a current paediatric first-aid qualification on the premises at all times when children are present.
- Staff do not ensure that children are consistently challenged in their learning. They do not always ensure their interactions take account of children's differing capabilities and next steps in learning.
- Staff do not consistently promote the correct pronunciation and spelling of words.

### It has the following strengths

- The provider, who is the also the manager, and her deputies have taken appropriate steps to address the actions raised at the last inspection. They have implemented improvement plans to help them identify some weaknesses and improve the quality of care provided.
- Staff provide a warm and welcoming environment. Children form close attachments to staff and secure friendships with their peers.
- Staff provide children with adequate opportunities to experience fresh air and physical exercise. Children access the nursery garden and attend regular walks and outings within the grounds of the on-site school.
- Staff are good role models. They promote the use of good manners, taking turns and sharing resources. Children develop secure social skills and are well behaved.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
■ ensure there is always at least one member of staff on the premises who holds a paediatric first-aid qualification at all times when children are present	01/06/2016
■ ensure that interactions consistently take account of children's differing needs, and provide them with sufficient and appropriate levels of challenge so that they make good progress.	31/08/2016

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

- improve staff interactions so that they consistently model the correct pronunciation and spelling of words for children.

### 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 one of the nursery's deputy managers.
- The inspector held a meeting with the manager and the two deputy managers. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to staff and children at appropriate times during the inspection and viewed children's development records.
- The inspector took account of parents' views expressed in the nursery's recent parent survey.

### Inspector

Daniella Tyler

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The provider has failed to ensure that there is always at least one member of staff on the premises who holds a current paediatric first-aid qualification. On very few occasions there is a short period early in the morning when there is not a member of staff present whose first aid qualification is valid. However, this does not have a significant impact on children's safety. Staff maintain a good knowledge of how to administer first aid. The provider and the deputy managers are committed to improving the quality of care provided. They now keep clean and hygienic premises. The provider has renewed the bathroom floor and nappies are now changed on a changing table that is cleaned after every use. The management team, particularly one of the deputy managers, has implemented new systems to ensure that staff's planning, observations and assessments of children are consistent. They are now able to identify gaps in learning so they can provide some appropriate support. The arrangements for safeguarding are effective. Staff can identify the possible indicators of abuse and know the appropriate action to take if they have a concern about a child. Staff's practice is now monitored and they are provided with training and supervision to ensure the quality of teaching continues to improve.

### **Quality of teaching, learning and assessment requires improvement**

The quality of teaching is variable. The qualified staff observe children regularly and use this information to plan activities based around their interests. However, they do not consistently use this information to ensure their interactions provide a consistently good level challenge for the children. Staff place themselves at children's level and their interactions are enthusiastic. Staff provide a variety of resources for children to extend their pretend play. However, they do not seize enough opportunities to build on what children already know and can do so that they consistently make good progress in all areas of learning. Staff inform parents regularly of their children's progress and advise them of how to support learning at home.

### **Personal development, behaviour and welfare require improvement**

Children's well-being is not fully promoted due to the weakness in first aid qualified staff and their deployment. Children follow appropriate hygiene routines and develop good independence skills. Staff provide children with the appropriate emotional support when they move from the baby room to the pre-school room. Key persons share information about the children's likes, dislikes and care needs so they can provide an environment the child feels comfortable with. Children enjoy their time at the setting and are confident to access resources and play in the environment.

### **Outcomes for children require improvement**

Most children are making expected progress given their starting points and capabilities. However, they are less well prepared for school. Staff do not consistently provide children with appropriate levels of challenge to help them make good progress in all areas of learning. They sometimes incorrectly pronounce and spell words, for example, on labelling, which does not support children well in acquiring good language and communication skills.

## Setting details

<b>Unique reference number</b>	EY423109
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	1036235
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 3
<b>Total number of places</b>	26
<b>Number of children on roll</b>	13
<b>Name of registered person</b>	Blooming Babies Day Nursery Ltd
<b>Registered person unique reference number</b>	RP530431
<b>Date of previous inspection</b>	5 January 2016
<b>Telephone number</b>	07957 158890

Blooming Babies Day Nursery Limited was registered in 2011. The nursery employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm.

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.

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