

Bloomings Day Nursery

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



Inspection date

7 June 2016

Previous inspection date

24 August 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The managers and staff now have a focused vision of what is needed to continually improve the nursery. The self-evaluation form identifies clear and achievable targets that are already being acted upon.
- Staff demonstrate high expectations of children. They know their key children well, and accurately assess their developmental stages and identify next steps in children's learning. This helps children to be ready for the next stage of learning, including the move to school.
- Children are confident learners as their independence and self-care skills are encouraged. During circle time in pre-school, staff encourage children to share their ideas and events in their lives. Children respond well and show that they feel valued.
- Staff encourage children to develop an understanding of the world. Displays reflect positively the diversity of communities and different families. Parents enjoy seeing their heritage celebrated in this way.
- Children behave well at all ages and their social skills are well established. They are polite and use very good manners during mealtimes.

It is not yet outstanding because:

- Staff do not always support parents to provide enough information about what children can already do when they start the setting.
- Staff do not always make the most of their tracking systems to ensure they accurately identify any areas where a child may benefit from further support.

What the setting needs to do to improve further

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

- develop a more effective process to support parents in providing enough information about what children can already do, when starting at the setting
- refine the ways in which children's progress is monitored and tracked to aid the sharper identification of any emerging gaps or acceleration in their learning and development.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed activities and the quality of teaching in all of the playrooms and outdoors.
- The inspector sampled children's assessment records, planning documentation and a range of other records, policies and procedures.
- The inspector conducted a joint observation with the nursery manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation and improvement plans.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Michaela Francioli

Inspection findings

Effectiveness of the leadership and management is good

Managers deploy staff well according to their skills and experience and as such, the quality of the provision has been enhanced. Staff with more experience now model good practice, particularly in the Tweenie room, and this has resulted in improved behaviour of children. The arrangements for safeguarding are effective. Staff are qualified and well trained and demonstrate a good knowledge of child protection procedures. This includes what to do if they have concerns about a child's welfare. An effective process for professional development is now embedded and underperformance is challenged appropriately. Staff training needs are methodically identified via the robust process of observed practice and regular supervision sessions. As a result, teaching is good. Staff feed back information about children's development and about the day when parents collect their children.

Quality of teaching, learning and assessment is good

Staff consistently identify children who are not progressing at expected levels and involve relevant outside agencies swiftly to support children so that they achieve well. All areas are resourced well and children are encouraged to make choices to enhance their learning opportunities, such as choosing their own materials to create models. Children are questioned constantly by staff. Staff introduce enhanced vocabulary appropriately and support children to develop their communication and language skills well. Staff introduce simple mathematical concepts, such as shapes and numbers, when counting plates during dinner time. Staff work well with specialist agencies where necessary and offer individual packages of support, to help all children make good progress. Parents are very happy with the support they receive.

Personal development, behaviour and welfare are good

Children's emotional well-being is supported well. Staff provide a calm but stimulating environment, particularly in the baby room. Children develop close emotional attachments to key staff, enjoying their playfulness and praise. Children arrive happy and are confident when settling to play. Staff know children well. Children enjoy completing tasks and receiving praise for their achievements. This helps children to gain independence, build their confidence and take on responsibilities. Staff are caring and nurturing. They listen attentively to what children have to say and children respond positively, such as when relaying stories of what they have done at home. They behave well and need little intervention from staff.

Outcomes for children are good

Children make good progress from their starting points, including those children who may have starting points below those expected for their age. Children are motivated and keen to join in. They are willing to have a go and work things out for themselves. Staff ensure children have time to become deeply involved in activities.

Setting details

Unique reference number	315293
Local authority	Warrington
Inspection number	1026164
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	55
Number of children on roll	54
Name of registered person	Lisa Heaps, Alan Thompson and Rona Thompson Partnership
Registered person unique reference number	RP525009
Date of previous inspection	24 August 2015
Telephone number	01925 636616

Bloomings Day Nursery was registered in 1997. The nursery employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above. This includes one member of staff who holds a qualification at level 6, one staff member who holds a qualification at level 5 and one unqualified staff member. The nursery opens from Monday to Friday, 51 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children who have special educational needs or disability.

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