

Blossoms Nursery Ltd

Horseshoe Farm West, London Road, HARLOW, Essex, CM17 9LH



Inspection date 10 January 2017
Previous inspection date 6 June 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Children and their families form warm and caring bonds with their key persons. As children arrive, they are eager to give their key person a cuddle and enjoy talking about previous experiences with them. Children show high levels of self-confidence as they explore the spacious environments and varied range of good quality toys and activities.
- The leadership and management of the nursery are strong. The well-qualified manager and her team of dedicated staff continuously evaluate and reflect on their practice. Staff effectively use their individual qualities and interests to develop the nursery further. For example, some staff have been appointed garden officers to implement exciting plans for the outdoor space.
- Children enjoy a wealth of interesting learning activities that ignite their curiosity. For example, babies explore the sensation of foam on their skin. They shake plastic bottles with small holes containing fresh herbs to release the smell. Older children learn how to operate age-appropriate software on a computer and speak in Spanish.
- Regular outings in the community have a positive impact on children's understanding of the world. For example, they visit a supermarket to learn about different occupations and also enjoy outings to a farm where they observe how meerkats and ducks move.

It is not yet outstanding because:

- On some occasions, staff do not always provide older children with excellent opportunities to solve mathematical problems themselves.
- Opportunities for parents to share information about their children's learning and development at home are not fully explored.

What the setting needs to do to improve further

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

- provide further opportunities for older children to solve mathematical problems themselves
- extend the good communication with parents, exploring ways for them to share information about their children's learning and development at 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 spoke to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager and deputy manager.
- The inspector held a meeting with the manager, deputy manager and joint providers. She looked at the nursery's self-evaluation procedures and relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Lorraine Pike

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are aware of the procedures for identifying and responding to any concerns about a child's welfare. They implement a strict password system in the event of parents not being able to collect their own children. The manager regularly monitors staff practice through frequent supervision meetings. Staff attend a wide range of training courses to continually enhance the quality of their teaching. For example, recent training has increased staff's understanding of how to implement positive behaviour management methods. The manager thoroughly monitors children's progress, including specific groups of children. Swift action is taken to address any gaps in children's learning. Parents speak highly of the nursery. They appreciate how staff keep them fully informed of their children's progress and describe them as 'amazing'.

Quality of teaching, learning and assessment is good

All children are motivated and demonstrate a positive approach to learning. For example, babies persevere at linking magnetic vehicles together. They listen to simple stories read to them and begin to point to characters on the pages of the book. Staff consistently respond to babies' babbles, helping them to learn the pattern of conversation. They introduce younger children to words and listen attentively to older children who use complex sentences. Children who speak English as an additional language are well supported by staff. One way they do this is to seek key words in children's home language from parents and use them in children's play. Younger children develop good control and coordination of their hands. They scoop dried pasta and rice into containers and carefully pour it into a thin tube. Older children use their vivid imaginations as they pretend to be superheroes. Staff encourage them to make predictions as they experiment mixing different coloured paints together. Children confidently use colour names, such as indigo and magenta.

Personal development, behaviour and welfare are good

Staff take the time to get to know children well. They occasionally work in different rooms when required. This is one way that they build secure relationships with all children and support them to make a smooth move between rooms when the time comes. Children demonstrate a real sense of responsibility for their environment. They eagerly help to carry out age-appropriate responsibilities. Children behave very well and happily share toys and activities together. Mealtimes are a social experience for all children. For example, babies sit opposite one another and begin to interact. Children develop good physical skills as they enjoy jumping in and out of tyres and pushing themselves along in ride-on vehicles.

Outcomes for children are good

Children are making good progress in relation to their starting points, including those who speak English as an additional language. Older children independently manage their own personal needs and demonstrate a good awareness of how to keep themselves safe. They are beginning to link letters to sounds and write their own name and some numbers. These are just some of the skills that help to prepare children for their move to school.

Setting details

Unique reference number	EY456691
Local authority	Essex
Inspection number	1066520
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 - 10
Total number of places	55
Number of children on roll	109
Name of registered person	Blossoms Nursery Ltd
Registered person unique reference number	RP908968
Date of previous inspection	6 June 2013
Telephone number	01279429937 / 07902458685

Blossoms Nursery Ltd was registered in 2012. The nursery employs 25 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 7pm and include after-school care. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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