

Inspection date	6 July 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 make good progress in their learning overall. They are happy and confident to test out their ideas and actively explore the broad range of activities on offer. Staff help children to gain independence and tackle age-appropriate tasks, in readiness for school.
- Leaders have high aspirations for the children and make effective use of self-evaluation to reflect on their service. Leaders actively seek feedback from others and are committed to offering good-quality early education.
- Relationships with parents are strong. Parents speak highly of the staff team and the experiences their children have at nursery. Staff share children's achievements regularly with parents to help provide a consistent approach for children's care and learning.
- Staff help children to understand about living a healthy lifestyle through everyday activities. Staff offer a range of nutritious foods and encourage children to help with routines, such as setting up tables for mealtimes.
- Staff make good use of opportunities for children to learn outdoors. For example, children enjoy exploring a variety of engaging activities in the garden area.

It is not yet outstanding because:

- At times, staff miss some opportunities that arise to extend discussions and encourage children to express themselves in order to fully extend their learning.
- Assessment procedures are effective overall but some staff have not determined what children know and can do when they start, to help them assess progress as precisely as possible.

What the setting needs to do to improve further

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

- support staff to recognise when to offer more encouragement for children to express their ideas to help them become more confident communicators
- strengthen arrangements to assess what children know and can do when they start at the nursery, to help track their progress over time more accurately.

Inspection activities

- The inspector observed teaching and learning inside and outside.
- The inspector spoke to parents to gain their views and experiences of the setting.
- The inspector spoke with children and staff at appropriate times during the inspection and held a meeting with the provider and manager.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of the children's learning records, staff observations and planning, and a range of policies and documentation, such as suitability of staff and safeguarding procedures.

Inspector

Shana Laffy

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders ensure all staff have a secure understanding of their responsibility to keep children safe and are confident on what to do should they have any concerns about children's well-being. Leaders implement effective policies and procedures throughout the nursery to ensure children's welfare is their top priority. Leaders offer staff regular opportunities to continually develop their professional skills and knowledge. They value the importance of retaining a committed and experienced team and have good systems for ongoing supervision and coaching. Partnerships with other professionals are effective and leaders liaise effectively with others involved in children's care. Leaders use effective systems for monitoring the overall progress that groups of children make to identify any emerging gaps in educational programmes.

Quality of teaching, learning and assessment is good

Overall, staff support children's development well and plan a range of challenging and interesting activities based on their interests, to help children learn and achieve. For example, staff encourage older children to develop their early counting skills as they explore wooden treasures hidden in soil. Staff understand how to support children's early writing skills. For example, younger children enjoy using tweezers in cooked spaghetti to develop their small-muscle skills, while older children begin to form letters with support. Staff help children to be active and provide lots of opportunities for them to develop their physical skills. For example, children practise climbing and gain coordination as they negotiate space on bikes around the garden. Staff support children's understanding of the wider world and how things work. For example, children are excited to take turns on the computer making images and use simple computer programs.

Personal development, behaviour and welfare are good

Children develop strong attachments with staff in this friendly and welcoming setting. Staff are kind and nurturing towards children, taking account of their individual needs, to ensure children feel safe and secure. Staff encourage children to try things for themselves and promote independence well. For example, children help to plan activities and begin to support their self-care needs. Staff help children to value and respect each other, and children behave well at all times. They begin to form friendships with their peers and understand the need to take turns with equipment. Staff teach children to celebrate their diverse cultural experiences and the nursery environment reflects this well. The nursery is safe and well organised, which allows children to thrive. Staff use thorough risk assessment to minimise any potential hazards.

Outcomes for children are good

Children are curious and interested to learn. They enjoy imaginary role play, based on their own experiences. For example, they pretend they are builders as they dig in soil. Older children gain good early literacy skills and begin to write for purpose and pleasure. Younger children develop strong social skills and show creativity, while using their senses to explore materials. Children are well prepared for future learning and school.

Setting details

Unique reference number	EY487188
Local authority	Newham
Inspection number	1010046
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	1 - 4
Total number of places	47
Number of children on roll	33
Name of registered person	Blossoms Nursery Ltd
Registered person unique reference number	RP908968
Date of previous inspection	Not applicable
Telephone number	07946412382

Blossoms Academy registered in 2015. The nursery is situated within the London Borough of Newham. The nursery operates Monday to Friday from 8am to 6.30pm for 52 weeks of the year, excluding bank holidays and one week at Christmas. The setting employs 13 members of staff. Of these, 10 staff members, including the manager, hold appropriate early years qualifications from level 2 to level 4. The provider is in receipt of funding for the provision of free early education for children aged two, three and four years.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

