

# Blossom Tree Childcare Centre Ltd

18 Cotton Tree Lane, COLNE, Lancashire, BB8 7BA



## Inspection date

16 August 2017

Previous inspection date

25 November 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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 manager does not consistently monitor how staff plan for and support children's progress and use this information to help all children to achieve as well as possible and improve the quality of teaching.
- Staff's interactions with children do not consistently support their learning and development. This limits some children from making good progress.
- Staff do not always make the best use of information gained from children's assessments, including that detailed in the progress check for those aged between two and three, to consistently plan and support their next stage of development.
- The organisation of some group activities is not particularly effective. Younger children sit for long periods waiting for meals and sleep times. This impacts on the time available for meaningful activity and interaction with staff.

### It has the following strengths

- Children have many opportunities to develop their knowledge and understanding of numbers and mathematical concepts during play.
- Partnerships with parents are good and contribute to children's learning and development. Useful information is shared when children first start. This helps to support children as they settle in and establish their starting points in learning.
- Children play in a welcoming and stimulating environment indoors and outdoors.
- Staff manage children's behaviour very well. Children learn to take turns, play cooperatively and build positive relationships with their key person and other children.

## What the setting needs to do to improve further

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

	Due Date
■ implement effective supervisions to provide support, coaching and training to staff, and to identify specific training needs to improve their teaching skills	13/09/2017
■ improve the quality of staff's interactions with children to ensure they receive consistently good learning and development opportunities	13/09/2017
■ make better use of information gathered through assessment of children's development, including the information in the progress checks for children between the ages of two and three, to plan and support their individual next stage of learning.	13/09/2017

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

- review the organisation of some parts of the daily routine to maximise the learning opportunities for the younger children.

## Inspection activities

- The inspector observed the interaction between staff and children and the activities provided indoors and outdoors.
- The inspector completed a joint observation with the manager and evaluated the quality of teaching.
- The inspector checked evidence of the suitability of adults working in the setting, looked at relevant documentation and discussed the setting's self-evaluation and plans for improvement.
- The inspector held meetings with the manager and staff at appropriate times during the inspection.
- The inspector took account of the views of parents and children spoken to during the inspection.

**Inspector**  
Linda Shore

## Inspection findings

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

The monitoring of staff performance is not always sufficient to ensure that all gaps in children's learning are closed as quickly as possible. The manager evaluates the provision and sets ambitious targets for continued improvement. She reviews staff's records of children's development. However planning is not precisely monitored to ensure that all children's individual learning needs are met. In general, the manager supports staff through supervision meetings and peer observations to build on their professional development. Despite this, the quality of teaching is not consistent across the nursery. The manager and staff foster good partnerships with parents and involve them fully in children's learning. The arrangements for safeguarding are effective. The manager and staff know what to do and how to report any concerns that they may have about a child.

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

Staff observe children at play and assess their level of development accurately. However, this does not always translate into planning. For example, planned activities focus on children's interests well, but are not always targeted to challenge children to achieve their next steps in learning. The quality and level of staff interactions with children vary across the nursery. Some children spend little time engaged with adults to help shape their learning. That said, some staff are skilled at expanding and enhancing children's experiences. An interest in London has evolved into children learning about Buckingham Palace, the Queen and how to post letters. They discover flags from different nations and design and make their own. Children match colours, discuss shapes and count objects. They learn when they have too many, or how many more they need.

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

Children enjoy many opportunities to play outside in the fresh air every day. They discuss why they need to wash their hands before meals. Meals are healthy and appealing to the children. This all contributes to them learning how to live a healthy lifestyle in the future. Children's creative artwork, including the joint model of Buckingham Palace are displayed where children can clearly see them and they show pride in their achievements. However, the weaknesses in staff interaction mean that some children's enjoyment of learning and motivation is compromised. Staff build secure relationships with children and children are happy and settled.

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

Children are generally learning the skills they need to move on to the next stage of their learning, including school. They are developing their independence skills as they help to prepare their own snack and clean their own face and hands. Children are also gaining a good understanding about the world they live in. All children are making some progress, despite weaknesses in the quality of teaching. This includes children whose starting points are below the expected level.

## Setting details

<b>Unique reference number</b>	EY370325
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1065130
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	56
<b>Number of children on roll</b>	88
<b>Name of registered person</b>	Blossom Tree Childcare Ltd
<b>Registered person unique reference number</b>	RP527907
<b>Date of previous inspection</b>	25 November 2013
<b>Telephone number</b>	01282866655

Blossom Tree Childcare Centre registered in 2006. The nursery employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2, 3, 4 and 5. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

