

# Bloomers Day Nursery

Unit 1 - 3, 130 Homerton High Street, Hackney, London, E9 6JA



## Inspection date

26 September 2017

Previous inspection date

21 November 2014

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		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

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

- Some staff do not recognise and remove possible hazards in the environment which may cause children to have an accident. For instance, the floor sometimes contains slip hazards, such as sand from the sand tray, which staff fail to promptly clear up.
- Self-evaluation processes are not rigorous enough. The manager recognises the setting's strengths and areas of weakness. However, she does not take swift action to make changes in practice and ensure that she meets all of the legal requirements.
- Staff do not gather enough information about children's early achievements when they first start, to help them plan precisely for children's needs from the outset.

### It has the following strengths

- Children have good opportunities to develop their creative skills. For example, they enjoy expressing their ideas while making masks and modelling play dough. They confidently use their imagination while they play and talk about things they have made. They make good progress and develop the necessary skills for the next steps in their learning.
- Staff are caring and form warm relationships with children. They are sensitive to children's needs and support their emotional well-being effectively. Children are happy and new children settle into the setting well.
- Children have good opportunities to learn about diversity, such as when exploring toys and books that reflect other cultural backgrounds. Children learn to value each other's differences and develop their understanding of different people in the community.

## What the setting needs to do to improve further

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

### Due Date

- ensure risk assessments are used throughout the day to identify and remove all possible hazards to maintain children's safety. 30/10/2017

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

- improve the self-evaluation process to identify and swiftly target all areas of practice that require improvement
- build on the ways to gather further information from parents about what their children already know and can do when they first start, to help strengthen plans for their learning from the outset.

## Inspection activities

- This inspection was carried out as a result of a risk assessment, following information received about this provider.
- The inspector observed the interactions between staff and children as they engaged together in activities.
- The inspector and the manager undertook a joint observation of a teaching activity.
- The inspector held discussions with the manager and staff during the inspection about children's care and the activities provided for them.
- The inspector viewed documentation during the inspection, such as the setting's policies and procedures, attendance registers and children's assessment folders.

## Inspector

Anneka Qayyum

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The manager and staff know how to recognise and report any signs that indicate a child may be at risk of harm. The manager ensures staff suitability, following robust recruitment procedures to help support children's welfare. She monitors staff teaching skills well, for example, through regular supervisory meetings, and offers good opportunities for staff to develop their skills through information sharing at staff meetings. However, the manager does not use the evaluation process effectively to target areas for improvement and breaches in requirements. Overall, staff work with parents well. For instance, they share information about children's progress to involve them in their learning. However, staff do not gather detailed information from parents about children's abilities when they first start, to help plan precisely for their individual needs.

### Quality of teaching, learning and assessment is good

Children confidently play in a secure, welcoming environment and enjoy exploring the resources independently. Staff check on children's ongoing development effectively and know their key children well. They make regular observations of children's abilities and plan suitably challenging activities to support their good development. The manager checks on children's progress effectively to swiftly recognise and address any gaps in children's learning. Children have good opportunities to develop their independence. For example, staff encourage them to help set up the tables at mealtimes to enhance their growing self-esteem. Children are keen to help and learn to be responsible.

### Personal development, behaviour and welfare require improvement

Weaknesses in leadership and management impact on children's overall welfare and safety. Some staff do not identify and remove all possible hazards swiftly, to ensure that areas where children play are risk free. Staff deploy themselves well to ensure ratio requirements are effectively met and children are well supervised. Staff are well qualified to support children's welfare. For instance, they attend first-aid training, and know how to deal with any accidents and injuries and provide good levels of care. Children behave well. Staff successfully teach children about their expectations and help them to know what acceptable behaviour is. Staff teach children well about how to be healthy. For example, they offer nutritious foods and encourage children to be active, such as when using equipment outside.

### Outcomes for children are good

All children make good progress from their starting points and develop the skills needed for the next steps in their learning and starting school. Children speak clearly and listen to others well. Older children develop good early literacy skills, such as learning to write letters in sand. Younger children enjoy building with bricks and develop their hand-muscle control well.

## Setting details

<b>Unique reference number</b>	EY421466
<b>Local authority</b>	Hackney
<b>Inspection number</b>	1113702
<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>	75
<b>Number of children on roll</b>	83
<b>Name of registered person</b>	Bloomers Day Nurseries Ltd
<b>Registered person unique reference number</b>	RP525758
<b>Date of previous inspection</b>	21 November 2014
<b>Telephone number</b>	02085335656

Bloomers Day Nursery registered in 2011. The nursery is open each weekday from 7.30am until 6.30pm, for 51 weeks of the year. The setting receives funding to provide free early years education for children aged two, three and four years. The nursery employs 29 members of staff. Of these, 15 hold early years qualifications at level 3 and two are qualified at level 2. The manager holds an early years Teacher Status qualification.

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