

Bloom Day Nursery

52-54 Talbot Road, Old Trafford, MANCHESTER, M16 0PN



Inspection date

22 February 2018

Previous inspection date

29 July 2014

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

- The committed manager demonstrates a vision to continue to improve outcomes for children. She leads a well-established team to develop, promote and deliver the exciting learning opportunities available in this stimulating environment.
- Staff have a good understanding of the early years foundation stage. They follow an effective plan-do-review system to ensure children achieve their next steps in learning.
- The positive behaviour management system is effective and children's behaviour is good. Staff are good role models for children, who receive praise for their achievements and so develop a good sense of self-esteem.
- Partnerships with parents are well established. Parents spoken to at inspection describe how they enjoy sharing information to support their children's learning. Staff value parent involvement and share activities with parents to promote home learning.
- The setting has good relationships with external professionals. Children who may have special educational needs are identified and staff work closely with parents and professionals to provide individualised learning support plans.

It is not yet outstanding because:

- The manager does not yet rigorously track the progress of different groups of children to target teaching and enhance areas of provision, to promote improved outcomes for all.
- Self-evaluation systems are not yet used to effectively to evaluate the identify areas of improvement and raise the quality of the setting to an even higher level.

What the setting needs to do to improve further

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

- extend the tracking and monitoring of the progress of different groups to analyse what more can be done to promote the best possible outcomes for all children
- enhance the process of self-evaluation to fully identify strengths and areas for development, to drive continuous improvements and raise the quality of the setting to an even higher level.

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 with staff and children during the inspection.
- The inspector completed two joint observations, one with the manager and one with a deputy manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Lauren Blythe

Inspection findings

Effectiveness of the leadership and management is good

The motivated manager works hard to support a team that works very well together. The manager promotes continuous staff development. All staff access a variety of training opportunities via an online portal. Further systems are in place to promote professional development. For example, staff complete observations of one another and provide feedback. Safeguarding is effective. Staff are aware of relevant procedures and have a good understanding of signs and symptoms which may cause concern about a child's welfare. A safeguarding audit has been completed in line with local authority guidance. Safer recruitment practices are embedded to ensure staff are suitable to work with children. Staff deployment is effective. Children benefit from high adult-to-child ratios.

Quality of teaching, learning and assessment is good

Teaching practices are good. Staff use a thorough planning system to develop learning activities based on individual children's needs and interests. As a result, children achieve their next steps in learning. Children relish in the activities provided daily. Babies squeal and flap their hands with excitement as they explore coloured spaghetti. Children identify numbers on stamps and use small muscles in their hands and fingers to make marks on paper. Older children access Spanish lessons, which helps them to develop an awareness of diversity and culture. For example, children talk about what they do at weekends. Staff adapt their teaching practices to ensure children are able to take part in the learning experiences. For example, staff help children who have additional needs to follow daily routines by showing them objects linked to activities.

Personal development, behaviour and welfare are good

The key-person system is highly effective. Secure relationships between staff and children are a key strength of the nursery. Staff sensitively respond to children's individual needs. For example, babies seek their key person to share their exciting learning experiences. Children have good relationships with their peers and demonstrate positive social skills. Older children play well together in small groups, taking turns to build a train track. Children's physical skills are promoted through exercise-focused play sessions. Healthy snacks and meals are provided, and children learn about the importance of good hygiene practices. Older children develop independence as they wash their hands before serving themselves dinner and pouring their own drinks.

Outcomes for children are good

Children make good progress from their starting points. Babies use their hand grasp to pick up chalks and make marks on chalkboards. Two-year-old children splash in the water tray and become familiar with colour as they use their hand muscles to squeeze coloured paints into the water. Children entitled to additional funding are supported through the use of additional resources purchased to help promote their development. Older children enjoy small focused learning sessions in their key groups. For example, they access letters and sounds groups to support early literacy skills. This promotes their skills for the next stage in their learning, such as school.

Setting details

Unique reference number	EY473479
Local authority	Trafford
Inspection number	1105695
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	96
Number of children on roll	104
Name of registered person	JCM Nurseries Limited
Registered person unique reference number	RP907563
Date of previous inspection	29 July 2014
Telephone number	01618737432

Bloom Day Nursery registered in 2014. It is situated in a four-storey detached building and operates over two floors. The nursery employs 24 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3, three hold level 6 and one holds early years professional status. The nursery opens Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 7am until 7pm.

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