

# Little Blossom Day Nursery

Ivydene, St. Fillans Road, London, SE6 1DG



<b>Inspection date</b>	28 March 2018
Previous inspection date	29 September 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 are motivated, active learners who are eager to participate in activities. Staff use a variety of effective methods to support all children's communication and language skills.
- The playrooms and garden are thoughtfully organised and provide children with rich and enjoyable learning experiences. Good relationships between the staff and children have been established so that children feel emotionally safe and secure.
- Staff promote children's independence particularly well and have high expectations of what children can do. Children naturally undertake tasks for themselves and confidently make choices in their play.
- Children behave well and learn good social skills. Staff are good role models who encourage babies to share toys and learn to take turns. Staff consistently praise the children. This helps to promote their confidence and self-esteem.

### It is not yet outstanding because:

- Some teaching is not focused sharply enough on helping children to achieve their individual next steps in learning during activities.
- Some group activities are not consistently organised to best effect to help all children remain engaged and fully involved.
- Managers do not make full use of the detailed monitoring of children's progress when working to achieve the highest possible quality of provision.

## What the setting needs to do to improve further

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

- increase the focus of teaching to help children achieve their individual next steps in learning to make best progress
- focus group activities more sharply on the differing needs of children to support them to stay engaged and provide even greater challenge and interest
- extend the use of information about the progress made by groups of children and continue to consistently strive to achieve higher standards in the quality of provision.

### 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 a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as 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

Lianne McElvaney

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have a good knowledge and understanding of the possible signs, symptoms and indicators of abuse and neglect. They know the referral process well and are fully aware of the procedures to follow if an allegation is made against a member of staff. This helps to ensure that staff have the knowledge they need to keep children safe from harm. Partnerships with parents are strong and help to develop a shared understanding of the children's needs. Parental feedback about the quality of the care and education their children receive is positive. The management team meets regularly with individual staff to discuss their role and children's progress. Policies and procedures are well known and implemented by staff. Children who have special educational needs (SEN) and/or disabilities are supported very well through good partnership working with other professionals.

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

Staff have a good understanding of how young children learn and develop. They complete regular observations and assessments of children's learning. The staff team gets to know children well. Children participate in an exciting range of self-chosen play experiences. Staff play alongside children and talk to them about what they are doing, seeing and thinking. For example, older children learn about numbers and practise counting candles on the birthday cakes. Babies begin to explore the properties of different materials and laugh with delight as they splash in the water. Parents receive regular updates about their children's progress. This helps to establish strong relationships with the parents and supports them to guide children's learning at home. Staff provide good opportunities for children to develop their early literacy and writing skills.

### Personal development, behaviour and welfare are good

Staff greet children warmly on arrival. Children's emotional well-being is supported well. Their confidence and self-esteem are effectively promoted. An effective key-person system is in place and staff understand the unique individual needs of all children. This ensures children are offered settled relationships. Staff join in with children's play, show them how to use resources and reshape their learning through offering ideas. Behaviour is managed well. When there are minor issues, staff address these promptly and calmly. Children enjoy healthy meals and snacks. There are opportunities for children to access fresh air and physical exercise every day. Children's safety is protected.

### Outcomes for children are good

Children make good progress during their time at the nursery. This includes children who have SEN and/or disabilities, children who speak English as an additional language and those who receive additional funding. Children grow in confidence and gain strong social skills. Children are active and confident learners and independently initiate their own play. All children are prepared with the key skills they need for the next stage in their learning, including starting school.

## Setting details

<b>Unique reference number</b>	EY370387
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	1130149
<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, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Bolanle Oladokun and Adekunle Oladokun Partnership
<b>Registered person unique reference number</b>	RP527253
<b>Date of previous inspection</b>	29 September 2015
<b>Telephone number</b>	0208 697 5990

Little Blossom Day Nursery registered in 2008. The nursery employs nine members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one holds a qualification at level 5, and three hold qualifications at level 3. The nursery opens from Monday to Friday all year round, closing for one week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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