

Little Blossoms Day Nursery



Scout Association, 45th Plymouth Scout Group, 1-2 Winnicott Close, PLYMOUTH, PL6 6JW

Inspection date	25 April 2018
Previous inspection date	28 April 2015

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

- Management has reviewed and made positive changes to the systems for assessing individual children, which has successfully enhanced partnerships with parents. Staff routinely share detailed information with them about their children's achievements, to keep them well informed and enable them to support their children's learning at home.
- Staff are enthusiastic and encouraging, and effectively build children's confidence to manage tasks independently. For example, children pour their own drinks, prepare their food for snack and try to dress themselves. This helps to prepare them well for school.
- Children are particularly inquisitive about the world around them. Toddlers are fascinated as they splash water and explore its movement, such as copying staff when they blow it to create ripples. Older children excitedly look for worms and gleefully hold them to find out how they feel and move.

It is not yet outstanding because:

- Staff do not consistently plan activities as effectively as they could to extend the older children's learning further and target children's language development more purposefully.
- Although management and staff track children's individual progress well, they do not monitor the achievements of different groups of children, to identify and close any patterns in the gaps in children's learning.

What the setting needs to do to improve further

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

- make better use of planning to extend the older children's learning even further and provide more targeted support for children's language development
- improve the monitoring of different groups of children's progress, to identify and target any patterns in learning, to support continuous reflective practice.

Inspection activities

- The inspector carried out joint observations with one of the managers, to evaluate the quality of teaching during an adult-led activity and children's self-chosen play.
- The inspector observed children as they played and interacted with staff and each other.
- The inspector took account of the views of staff, children and parents on the day of inspection.
- The inspector held a meeting with one of the managers to review their fulfilment of the early years foundation stage.
- The inspector sampled a range of documentation, including children's learning records, staff's suitability checks and training certificates, and registers of children's attendance.

Inspector

Sarah Madge

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Management and staff keep their safeguarding knowledge up to date and are clear about the process if they have any concerns regarding a child's welfare. They routinely and thoroughly risk assess the environment, to ensure children play and learn in a safe space. Management ensures high staff ratios, which supports the close supervision of children at all times. Management monitors staff's performance effectively, such as observing their practice and holding regular meetings. Staff are keen to learn, and use professional development opportunities well to strengthen their skills and knowledge. For example, by working alongside more experienced staff members, newer staff have learned more ways to communicate with toddlers, and now confidently support their language skills. Management evaluates the service it provides effectively and continues to provide a good standard of care and education for all children.

Quality of teaching, learning and assessment is good

Staff plan enjoyable activities that, overall, meet children's individual developmental needs well. For example, staff model different ways to move to music and children enthusiastically try to copy, such as walking on tiptoes, which develops their physical skills successfully. Older children show good control and coordination when they practise their early writing skills, concentrating well as they colour and draw with care. Staff support children's mathematics and literacy development effectively. For instance, they remind toddlers to count slowly and match numbers with quantity, and routinely look at books together, which the children enjoy greatly. Older children assume different roles in imaginative games, such as pretending to heal the injured and unwell soft toys using the doctor's equipment.

Personal development, behaviour and welfare are good

Staff promote children's personal, social and emotional well-being sensitively. They are affectionate and reassuring, which helps to settle children quickly when they arrive. Staff thoughtfully plan activities to help new children and those moving into the pre-school room to get to know each other. Children are confident and proudly share their achievements with the group, such as choosing to stand in front of their friends to announce that they stayed in their own bed for the whole night. Children behave well with gentle reminders from staff and begin to manage their own feelings. For example, when staff prompt children to use their words to tell each other when they are not happy, toddlers calmly tell their friends 'no splashing'.

Outcomes for children are good

All children make good progress in their learning and development. Children are motivated and eager to take part in activities. For example, toddlers ask staff to change their wet clothing quicker so they can join in with the activities. Older children persevere when trying to solve problems, such as working out how to release a ball that is stuck in a net. Children develop good balance and coordination, particularly during outdoor play.

Setting details

Unique reference number	EY408947
Local authority	Plymouth
Inspection number	1094290
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 4
Total number of places	26
Number of children on roll	50
Name of registered person	Debra Paice & Tamara Devlin Partnership
Registered person unique reference number	RP911155
Date of previous inspection	28 April 2015
Telephone number	01752 707707

Little Blossoms Day Nursery registered at the current premises in 2010. It operates all year round, on Monday and Friday from 8am to 4.45pm, on Tuesday and Thursday from 8am to 4pm, and on Wednesday from 8am to 2.45pm. There are seven members of staff who work with the children, six of whom hold relevant childcare qualifications at level 2 and 3, including the owners/managers. The nursery receives funding to provide free early years 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.

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