

Bloomers Day Nursery

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



Inspection date	28 September 2018
Previous inspection date	26 September 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires improvement	3
Effectiveness of 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

The provision requires improvement. It is not yet good because:

- Some staff do not support children's understanding of how to keep themselves and other children safe during their play. For example, they do not make them aware of how to use tools safely for cutting.
- The manager has failed to notify a parent of an accident at the setting prior to taking the child to the hospital.
- The manager sometimes misses opportunities to use assessment information from all groups of children to ensure all staff swiftly identify and close any gaps in children's development.

It has the following strengths

- Staff plan exciting indoor and outdoor opportunities that keep children fully engaged and help them make good progress with their learning. For example, older children develop their mathematical and literacy skills effectively.
- Staff work closely with other professionals to support children who have special educational needs (SEN) and/or disabilities. They adapt activities to make them inclusive and to meet the needs of individual children.
- Children are happy at the setting and they develop an understanding of their own likes and dislikes. Children willingly explore with different resources and they learn how to lead and make decisions about their play.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
develop children's awareness of risks and how to keep safe to minimise accidents	29/10/2018
promptly share information about children's care and well-being with their parents.	29/10/2018

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

- extend the use of information obtained from tracking the progress of all groups of children to strengthen further children's overall development.

Inspection activities

- The inspector observed the quality of teaching in the playroom and the outdoor play area. She looked at some children's assessment records and staff planning documentation.
- The inspector held discussions with the manager during the inspection.
- The inspector held discussions with staff about their roles and assessed their understanding of meeting the requirements of the early years foundation stage.
- The inspector took account of the views of children and parents during the inspection.
- The inspector conducted a joint observation of an activity with the manager.

Inspector

Martina Mullings

Inspection findings

Effectiveness of leadership and management requires improvement

The manager evaluates the provision and completes staff supervision meetings. She is clear about the areas for improvement and has an action plan in place that shows health and safety is a priority for improvement. However, some staff still do not reinforce to children how to keep safe during their play. Partnerships with parents are generally positive. However, the manager has failed to notify a parent of an accident at the setting before taking the child to the hospital. In addition, the manager does not use the information from tracking groups of children as effectively as possible to strengthen further children's overall development. The manager is currently seeking support from the local authority early years coordinator to help improve the provision. She implements appropriate recruitment and vetting processes to ensure staff are suitable to work with children. The manager ensures staff attend safeguarding and paediatric first-aid training. Staff have knowledge of child protection issues and how to report concerns, including allegations, to relevant authorities. Safeguarding is effective.

Quality of teaching, learning and assessment is good

Staff interact with children and support them to develop their communication and language skills effectively. For example, staff encourage children to repeat new words and talk about their experiences to strengthen their speech. Staff provide one-to-one support to children who have SEN and/or disabilities, and gradually encourage them to join small-group activities to support their development. Staff plan stimulating activities for children to enjoy and learn. For example, they make good use of a baking activity to encourage children to count and learn about measurements. Children explore with a wide range of resources, such as role-play and craft materials to develop their imaginative and creative skills well. For example, they pretend to buy groceries from the supermarket and use money to make their payment.

Personal development, behaviour and welfare require improvement

Although there are effective procedures to keep children safe, information sharing with parents about children's well-being is not consistently effective. In addition, at times, children are not supported well enough to learn how to handle tools safely to minimise risks. Despite this, babies settle well and they form close attachments to their key person. Toddlers develop friendships with other children and learn to take turns to use resources. Children develop their independence and confidence. For example, older children enjoy managing small tasks on their own and they proudly make others aware of what they have done. Children behave well. They show respect to staff and welcome them to join their play. Staff encourage children to wash their hands at appropriate times and they provide healthy lunches.

Outcomes for children are good

Children make good progress and develop skills to help with the next stage in their learning. For example, older children listen attentively and follow simple instructions effectively. They show interest in stories and writing activities. Toddlers confidently express themselves and develop their personal skills well. Babies are active and they display good mobility, coordination and balance.

Setting details

Unique reference number	EY421466
Local authority	Hackney
Inspection number	10057097
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	75
Number of children on roll	79
Name of registered person	Bloomers Day Nurseries Ltd
Registered person unique reference number	RP525758
Date of previous inspection	26 September 2017
Telephone number	02085335656

Bloomers Day Nursery registered in 2011. The nursery is open each weekday from 7.30am until 6.30pm, throughout most of the year. It receives funding to provide free early education for children aged two, three and four years. The nursery employs 19 members of staff. Of these, 11 hold early years qualifications at level 3 and four staff are qualified at level 2. The manager holds qualified teacher status.

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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