

# Blooming Years Day Nursery

41 Alexandra Road, London SW19 7JZ



<b>Inspection date</b>	20 February 2019
Previous inspection date	7 June 2016

<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 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 provider, who is also the manager, evaluates the quality of the nursery well. She considers the views of staff, parents and children and has a clear vision and plan to continually improve the provision and outcomes for children.
- The managers monitor and track the progress of individual children and different groups well. This helps them to identify and address any gaps in learning swiftly. For example, where children are identified as requiring additional support, staff develop individual support plans to help them catch up quickly.
- Staff are caring and friendly. There is a well established key-person system, which helps children to form strong relationships. Children show they are happy and secure in their environment.
- Staff provide a broad range of accessible resources where children can make independent choices in their play and learning. All children, including those who speak English as an additional language and those with special educational needs and/or disabilities (SEND) make good progress from their starting points.
- Children behave well. Staff successfully share their behavioural expectations with children, such as through gentle reminders. This helps them to develop strong emotional attachments and to build new friendships.
- On occasion, staff interrupt children's thought processes as they play. They do not give them all opportunities to make their own discoveries and investigate things for themselves.
- At times, staff in the toddler room do not organise all routines in the best possible way to maximise all opportunities to support children's learning even further and help them make the best possible progress.

## What the setting needs to do to improve further

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

- provide children with more time and opportunities, to make their own discoveries and investigate things for themselves
- refine the organisation of routines in the toddler room, to maximise all opportunities to support children's learning even further and help them make the best possible progress.

### Inspection activities

- The inspector took into account the views of parents spoken to on the day.
- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector conducted a joint observation with the provider.
- The inspector held discussions with the provider, children and staff at appropriate times during the inspection.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training records, records for children and evidence of the suitability of staff.

**Inspector**  
Jane Franks

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. All staff understand their responsibility to protect children and have a secure understanding of how to promote their welfare. They complete regular safety checks to ensure the environment is safe for children to explore freely. Recruitment and vetting procedures are robust. New staff complete a thorough induction process to ensure they understand their roles and responsibilities. The manager monitors staff practice well. Staff have good opportunities to discuss and update their professional expertise and make good use of any new knowledge from training. For example, they now have an even greater understanding of how to support children's mathematical development through daily activities. Staff establish positive partnerships with other early years professionals. This provides effective continuity for children, including those with SEND.

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

Staff regularly share information with parents about children's progress and seek information about their child's care and interests at home. They fully value parent involvement throughout their child's time at the nursery. Staff complete regular and precise assessments of children. They use this information effectively to plan appropriate opportunities for the next stage in their development. Staff support children's early literacy skills well. For example, they provide babies and toddlers with a range of opportunities to make marks, such as with crayons and as part of messy play. Older children follow picture instructions and successfully complete construction models. They learn to work together, share and show respect for one another.

### Personal development, behaviour and welfare are good

Staff take time to settle children into the nursery and make sure they meet children's individual care needs well from the start. Children learn how to keep themselves safe. For example, they use equipment outside, including ride-on toys, to help develop their balance. Toddlers transport water across the garden in a variety of ways. They enjoy washing their cars and run their diggers through the sand. This helps to support their developing physical skills. Staff support children to develop healthy lifestyles effectively. For example, they provide nutritious meals and discuss the benefits of eating well. Children develop their understanding of the wider world. For example, they enjoy outings into the local community, such as to the park. Pre-school children show a good understanding of why and how objects are recycled and think about what the new material could be used for.

### Outcomes for children are good

All children develop the skills they need in readiness for the next stage in their learning, including their move on to school. They show growing independence, such as putting their coats on ready to play outside and serving themselves at snack time. Pre-school children learn to write their name and use writing tools with good control. Toddlers learn to use words as they engage in play. Babies become excited and have fun, such as clapping their hands during rhyme times.

## Setting details

<b>Unique reference number</b>	EY479022
<b>Local authority</b>	Merton
<b>Inspection number</b>	10076111
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	The London Day Nursery Company Limited
<b>Registered person unique reference number</b>	RP908405
<b>Date of previous inspection</b>	7 June 2016
<b>Telephone number</b>	02089476445

Blooming Years Day Nursery registered in 2014. It is located in Wimbledon within the London Borough of Merton. It operates from Monday to Friday between 7.30am and 6.30pm. The nursery can also provide wrap-around care for pre-school aged children who attend Bishop Gilpin Primary School. There are 13 staff, including the manager, who work with the children, 10 hold relevant childcare qualifications at level 2 and above, including three that hold a level 6 qualification. The nursery receives funding for free early education for children aged two, three and four years.

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