

Bloomers Day Nursery

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



Inspection date

9 April 2019

Previous inspection date

28 September 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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 manager and staff are ambitious, hard-working and committed to improving outcomes for children. They have successfully addressed weaknesses from the last inspection, and developed many other aspects of their practice.
- Leaders support staff and trainees extremely well. Since the last inspection, together they have successfully revised risk assessments, developed teaching practice to help children keep themselves safe, and introduced effective changes to the way staff assess children's learning and development.
- Partnerships with parents are well developed and strong. Parents praise the staff for their care and dedication. They comment on how pleased they are with the range of activities provided, the progress their children make, and how well staff share information with them. This promotes continuity of care and learning at home.
- Staff have positive, caring relationships with children. They get to know children well by gathering a wealth of information about their individual needs and interests upon entry. Staff work effectively with others, such as health visitors and specialist teachers, to provide continuity for all children, including those with special educational needs and/or disabilities (SEND).
- Leaders do not effectively monitor different groups of children's progress to identify any gaps in their learning, or use the information to plan for their next steps in learning, to help them make even better progress.
- Staff do not routinely challenge children during activities to help them make the best possible progress in their learning.

What the setting needs to do to improve further

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

- ensure that children's progress, including different groups of children, is monitored effectively so that the information is used to plan for their next steps in learning
- provide children with high levels of challenge during activities to help them make even stronger progress in their learning and development.

Inspection activities

- The inspector spoke to the nursery manager, staff and children at appropriate times during the inspection.
- The inspector observed the quality of teaching throughout the nursery, and assessed the impact this has on children's learning.
- The inspector spoke to parents and took account of their views.
- The inspector carried out a joint observation with the nursery manager, and jointly evaluated the learning activity.
- The inspector looked at a range of documentation, including children's assessments, risk assessments and some policies.

Inspector

Rubina Nijabat

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Leaders and staff put children's safety and well-being at the centre of everything they do. Staff have a good understanding of their responsibility to keep children safe, and know who to contact if they have any concerns about children's welfare. Risk assessments are carried out robustly to minimise any potential hazards. The managers have effective recruitment procedures. Routines for monitoring staff practice ensure that staff are suitable to work with children. Regular supervision ensures that everyone is aware of their strengths and further areas for development. For example, recent staff training on effective interaction and communication helped to strengthen children's confidence and language skills. Leaders involve parents, children and staff well in the evaluation of the nursery, to continually develop the practice.

Quality of teaching, learning and assessment is good

Staff regularly observe and assess children's play. They monitor any gaps in children's learning and endeavour to plan a variety of interesting activities that help children make good progress. This includes organising outings and events that children and parents look forward to. For example, children eagerly talked about their recent trip to the zoo, as they played with small animals. Staff skilfully develop children's interests in reading by telling them stories related to animals and pets. Older children enjoy opportunities to create paintings, cards and Easter baskets with a range of craft materials, and handle child scissors safely. Staff develop babies' sensory and physical skills extremely well. Babies move around with confidence and are beginning to use words to express themselves. They get spontaneous cuddles and giggle with delight as they reach out to grasp mini balloons filled with water.

Personal development, behaviour and welfare are good

Staff support children's welfare and personal development well. Children are happy, confident and very sociable. Staff act as good role models and offer children age-appropriate guidance. For example, they use sand timers with older children to help them learn about sharing and taking turns. Children select toys for themselves, help to tidy up and serve themselves from a range of healthy options at meal and snack times. Staff provide children with plenty of opportunities for fresh air and physical development. Pre-school children run around the garden to catch bubbles with their friends, and learn to use wheeled toys. They talk enthusiastically about planting sun flowers and explain how 'seeds need water and the sun to grow'. This deepens children's understanding of the natural environment and their interest in the world around them.

Outcomes for children are good

All children make good progress from their starting points, including those who receive additional funding. Older children enjoy exploring mark-making materials, such as paint, pencils and crayons. They learn to write their name, and use numbers spontaneously as they play. All children, including those with SEND, gain the skills they need to support their future learning, including moving on to school.

Setting details

Unique reference number	EY421466
Local authority	Hackney
Inspection number	10081413
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	80
Number of children on roll	88
Name of registered person	Bloomers Day Nurseries Ltd
Registered person unique reference number	RP525758
Date of previous inspection	28 September 2018
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 15 members of staff. Of these, 10 hold early years qualifications at level 3, and two hold level 2. The manager has qualified teacher status.

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