

# Blossoms Childcare West Raynham

The Burr Centre, Blenheim Sqaure, West Raynham, Norfolk NR21 7PA



<b>Inspection date</b>	14 August 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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 ambitious manager is passionate and works hard to ensure that outcomes for children are given a high priority, and that her staff team is well supported.
- The indoor and outdoor learning environments are rich and imaginatively presented to provide many opportunities for children to investigate, experiment and use their imagination.
- The key-person system is organised effectively and supports babies and children to form secure attachments and confidently settle into nursery.
- Staff keep parents well informed about their children's development and offer ideas to support children's learning at home. Parents make very positive comments about the nursery and value the genuine friendliness of the staff.
- Children have very good opportunities to develop their independence skills from an early age. Older children confidently choose and cut up their own fruit at snack time, and even the youngest children are able to have a go at washing their hands and feeding themselves at mealtimes.
- On occasions, during adult-led group times, staff do not always successfully involve all children in the activity or provide appropriate challenge to help individual children make the best possible progress in their learning.
- Chances to swiftly close the gaps in language and communication, for those children who are not yet reaching typical levels of speech development, are not maximised at the earliest opportunity.

## What the setting needs to do to improve further

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

- raise the quality of teaching to the highest level to ensure all adult-led activities are highly effective in engaging and involving all children, so that they make the best possible progress
- place a sharper focus on supporting those children who are not yet reaching typical levels in their speech and language development, so that any gaps are reduced as swiftly as possible.

### 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 completed a joint observation of an activity with the manager.
- The inspector held a number of discussions with the staff and children.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of persons working on the premises.
- The inspector took account of the views of parents spoken to during the inspection.

#### Inspector

Dawn Pointer

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff recruitment and vetting procedures are robust. The manager and staff understand the correct safeguarding procedures to follow should they have any concerns about a child's welfare. The premises are clean, safe and secure. The manager monitors staff practice effectively. She carries out observations on staff and provides constructive feedback. Staff build on the level of their qualifications. They make regular and good use of online training to improve their knowledge and gain ideas on how to best support children's learning. The manager closely monitors the progress of the children, to ensure that any gaps in learning are promptly identified and external support is sought. Self-evaluation is effective and since registration, the manager has continued to further improve the learning opportunities for children throughout the nursery.

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

Staff have a good understanding of how young children learn. They join children as they play, asking questions to help children to think and introducing words to describe their play. Children listen with interest when staff read a book. They use their imaginations further when acting out stories using associated props, or role playing in the well-resourced role-play areas. Staff complete regular observations and assessments of children's achievements. They use this information and take account of each child's own interests to plan rich activities which promote children's ongoing learning. All children have exciting opportunities to explore using their senses. Babies and toddlers show their natural curiosity as they watch with interest and then investigate a variety of tactile materials. Older children think critically as they construct a marble run, and create freely when they make their own magical wands.

### Personal development, behaviour and welfare are good

Children thrive as staff provide high levels of care and attention. Parents provide information right from the start to allow key persons to offer personalised support which helps children feel content and safe. Staff closely follow babies' routines from home. They offer cuddles and show genuine affection to children throughout the day. Overall, children behave well because staff act as calm, positive role models and teach them to treat each other with kindness and respect. Children learn about healthy lifestyles. They can choose when they want to be outside in the fresh air. Children eat nutritious, home-cooked meals and learn about healthy options when they choose snacks.

### Outcomes for children are good

Overall, children make good progress from their starting points. Babies confidently communicate by making gestures and early sounds. Older children enjoy making decisions. They are curious and like to ask visitors questions. Children practise early writing skills in a range of ways, and some recognise letters and can sound these out. They use numbers in play and within the nursery routines. Children are learning key skills in readiness for their next stage in learning.

## Setting details

<b>Unique reference number</b>	EY545389
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10099564
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	63
<b>Name of registered person</b>	NK Childcare Limited
<b>Registered person unique reference number</b>	RP545388
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07887373737

Blossoms Childcare West Raynham registered in 2017. The nursery employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Sunday all year round. Sessions are from 7am to 7pm. The nursery provides funded early education for two-, three- and four-year-old children. Out-of-school facilities operate from Monday to Friday during term time, with opening hours from 7am to 9am and from 3pm to 7pm. A holiday playscheme runs from Monday to Friday during school holidays. Opening times are from 7am to 7pm.

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