

# Inspection of Blossom Day Nursery Ltd

Rooksdown Community Centre, Park Prewett Road, Basingstoke, Hampshire RG24  
9XA

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Inspection date: 25 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children have formed strong bonds with caring staff. Staff promote children's communication and language skills well. For instance, they involve children in personal, engaging conversations and questions. Good-quality children's books, rhymes and stories are at the heart of many of the activities planned for children. Staff tell children stories very well, to help capture their imaginations.

Children are happy, confident and motivated to learn. Children arrive with a smile on their face. They greet staff warmly and instantly begin to play and explore the resources on offer. Younger children with less confidence show they feel extremely safe to explore when their key person is close by to offer support. Older children test out their physical skills in the safe and secure outside area. They assess and manage their own risks and are confident to try new challenges.

Children manage their feelings and behaviour well. They share, take turns and play harmoniously together. Staff have high expectations of children. They have a firm but fair approach to behaviour. This helps children to learn about expectations. As a result, children show respect to staff, visitors and their peers. Children have an excellent range of opportunities to value and understand the similarities and differences of people, families and communities beyond their own. Staff are highly successful at supporting children's personal care practices, listening to children, treating them as unique individuals and encouraging them to share their cultures and traditions.

## **What does the early years setting do well and what does it need to do better?**

- The managers provide strong leadership to the staff team. Procedures to evaluate and strengthen the quality of the nursery are well informed by analysis of children's achievements and observations of teaching and learning. Staff benefit from good-quality training. This contributes to curriculum development, such as the promotion of children's communication skills and the use of sign language.
- The designated lead person for safeguarding has a secure understanding of her role. She keeps her child protection knowledge up to date and provides ongoing training and support to ensure that all staff understand the nursery's safeguarding policy and procedures fully. Staff understand their role to report any issues to keep children safe.
- Children with special educational needs and/or disabilities benefit from targeted education plans and appropriate support. Staff work closely with parents and other professionals to meet children's specific needs and interests.
- Staff observe children's interests and provide them with a range of stimulating activities. For example, children have opportunities to explore the different

textures of paint, sand and rice as they dig, pour and experiment in colour mixing.

- Staff's interactions with children are positive and effective overall. However, they do not consistently support children to deepen their learning in some areas, particularly to extend children's early interest in mathematical language and concepts.
- Personal development in this nursery is exceptional. The successful planning of activities includes excellent opportunities for children to broaden their experiences. For example, staff organise for children to take part in fundraising events and visit local charity shops, supermarkets and schools. This involvement in the community helps children effectively to learn about people who are different to themselves.
- Staff communicate very well with parents, to find out what children already know and can do prior to attending the setting. This helps them to plan activities and experiences from the outset, to help extend children's knowledge and skills further.
- Parents speak highly of the nursery. They say that staff are 'welcoming' and 'caring' and get to know their children well. They appreciate the good communication, the wealth of opportunities they have to be included in their children's care and learning, and the wide variety of learning experiences provided.
- Staff develop good relationships with local schools. They work closely together on the transition between nursery and school. Children attend sports days and school events, and staff share information with teachers well. This provides consistency for children and supports them to be ready for starting school.
- Occasionally, the organisation of some routines does not fully sustain children's interests and, at times, they become a little distracted while waiting when staff leave activities to carry out routine tasks.
- Managers give high priority to promoting staff's well-being and the monitoring of staff's workloads. They have extensive plans to continue to develop this.
- Staff support children to acquire the skills they need for their future learning, including making a successful start to school life. For example, children develop confidence and resilience, they learn to listen well to others and follow instructions.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and the staff team understand how to identify the signs and symptoms that could indicate a child is at risk. They clearly understand how to report any concerns about children's welfare or the behaviour of another adult. They have a broad understanding of wider safeguarding issues and how to identify and report any concerns. Robust recruitment procedures ensure that all staff are suitable. Thorough induction and ongoing support from managers ensure staff remain alert to their responsibility to keep children safe. Staff are vigilant in their supervision of children. Continual risk assessment of the play areas, inside and outside, promotes

children's safety.

## **What does the setting need to do to improve?**

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

- develop staff's knowledge and understanding of how to extend children's early interest in mathematical language and concepts
- review staff's organisation of some daily routines and enhance opportunities for children to maintain their concentration and exploration.

## Setting details

<b>Unique reference number</b>	EY474127
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10126540
<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 to 4
<b>Total number of places</b>	76
<b>Number of children on roll</b>	97
<b>Name of registered person</b>	Blossom Day Nursery Limited
<b>Registered person unique reference number</b>	RP533408
<b>Telephone number</b>	07739329518
<b>Date of previous inspection</b>	10 October 2016

## Information about this early years setting

Blossom Day Nursery Ltd re-registered in 2013. It is a privately owned setting that operates from Rooksdown Community Centre in Basingstoke, Hampshire. The nursery is open from 7.30am to 6pm every weekday, for 51 weeks of the year. It is in receipt of funding for the provision of free early education for children aged two, three and four years. There are 16 staff, 13 of whom hold appropriate early years qualifications at level 2 to level 5. The nursery also employs an administrator.

## Information about this inspection

### Inspector

Anneliese Fox-Jones

## Inspection activities

- The inspector observed activities in the two main base rooms and garden. She talked to staff about the progress individual children are making.
- The inspector and the manager completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- The manager and the inspector carried out a joint observation. The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector held a meeting with the two owners/managers. The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

We carried out this inspection 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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