

Inspection of Little Blossoms Nursery School

St Barnabas Church Hall, Mount View, Southdown, Bath BA2 1JX

Inspection date: 11 May 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive happy and come in eager to learn, settling immediately to their chosen activities. Staff create an environment, indoors and outdoors, where children can make choices and lead their play. This motivates their learning well. Children confidently go to staff for help, who support them effectively in thinking of ways to solve problems for themselves. For example, staff help children consider ways of getting water into a small necked bottle. When this is not completely successful, staff help them to think of an alternative. Children are delighted when a funnel works and use it again later. Children with special educational needs and/or disabilities and children learning English as an additional language, receive good support. This prepares all children successfully for their future learning and school. Parents cannot come into the nursery now, as they normally would. Instead, each key person meets with them regularly and uses IT to communicate. They share important information about the children, which supports learning at home and in the nursery effectively. Staff are gentle with children and their care practices help children to feel secure. Children share, take turns, and understand the daily routines well. They develop good healthy practices and older children take responsibility for their personal needs. Children relish the opportunities to be outside and be active.

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

- Managers have clear aims and know what they want staff to teach to help all children progress successfully. Staff seek good information from parents and other professionals, to have a strong knowledge of each child as soon as they start. From their observations, they know what children can do and what they want them to learn next. They plan a good range of exciting activities. However, on occasions, these activities are not tailored to meet all children's individual needs.
- Children take pride in their achievements and their behaviour is good. Staff help them to share, have respect for others and resolve any conflict. They provide a nurturing environment, quickly identifying children who need additional support in managing their feelings. Children are emotionally secure and have good relationships with each other and staff.
- Children's development in communication and language is a strength of the setting. They join in with familiar words in stories, narrate their play, and extend their vocabulary. Staff skilfully help children to recall previous learning. For example, young children say animal names in their play, remembering them from an earlier story. Older children describe how they built a tower, explaining why it fell and how they made it stronger.
- Children of all ages become independent. For example, older children serve their snacks and meals, and all children find their belongings. Young children happily

climb the enclosed steps to the nappy changing unit with confidence, under supervision. Older children know how to hold on to the climbing frame, to manoeuvre themselves and negotiate space well.

- Staff give children time to practise their new skills and knowledge, to embed learning, before moving to their next stages. However, opportunities to help children notice cause and effect are less well developed. For example, they do not point out to young children how they are making different marks in sand. They tell older children they can make footprints in spilt water and that the sun and wind is drying it, without encouraging them to discover for themselves.
- The knowledgeable special educational needs coordinator works extremely well with staff and outside agencies. They use their assessments, including checks for two-year-old children effectively, to quickly identify any gaps in children's development so they receive the help they need to make good progress. Funding is spent successfully to support individual children, such as professional speech and language therapy.
- The management provide effective role models for their strong staff team. They regularly monitor and develop the quality of teaching, to ensure the best impact on children's progress. For example, all staff attended speech and language training. They have concentrated on the characteristics of effective learning and staff help children to solve problems, play and explore, be persistent and concentrate. Managers ensure room leaders know how to supervise apprentices, to make certain they provide good support for children.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is effective. All staff attend training, and the manager regularly checks their knowledge of procedures. Therefore, the manager and staff have a good understanding of their responsibilities. They know the signs that may indicate a child is at risk and take swift action when they identify any concerns. They know what to do and where to find support, including regarding whistleblowing. Good recruitment and induction procedures ensure that the manager employs only suitable staff. The manager monitors any accidents and continuously identifies ways to minimise risks to children. Staff implement the nursery's policies and procedures well, to protect and promote children's welfare.

What does the setting need to do to improve?

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

- strengthen the links between children's next steps in learning and teaching, to help children to make more rapid progress
- improve staff awareness of helping children to notice how one thing can cause an effect on another, to deepen their understanding of the world.

Setting details

Unique reference number	EY552131
Local authority	Bath and North East Somerset Council
Inspection number	10130861
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	32
Number of children on roll	48
Name of registered person	Little Blossoms Nursery School Ltd
Registered person unique reference number	RP552130
Telephone number	07765654747
Date of previous inspection	Not applicable

Information about this early years setting

Little Blossoms Nursery School is privately owned and registered in 2017. It operates from St Barnabas church hall. The nursery is open Monday to Thursday from 8am to 4.30pm and on Friday from 8am to 3.30pm. They receive funding to provide free early education for children aged two, three and four years old. There are eight members of staff, of whom three hold qualified teacher status and four hold a qualification at level three. One member of staff is working towards a level three qualification.

Information about this inspection

Inspector

Elaine Douglas

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager and inspector carried out a 'learning walk' to discuss how the early years provision and curriculum are organised.
- Children, parents and staff shared their views of the setting with the inspector.
- The provider and another manager held a leadership and management discussion, and the inspector sampled documentation.
- The inspector observed children's development and spoke with staff.

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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