

Inspection of Blossoms Academy

Blossoms Nursery, 66b Sebert Road, LONDON E7 0NH

Inspection date: 7 July 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Staff's interactions with children are caring and considerate. Staff speak to children clearly, listen and react quickly to meet their care needs. Children respond well to staff and are happy to see them. However, leaders do not plan the curriculum well enough so that staff consistently promote all areas of learning effectively. Therefore, children do not always benefit fully from early education opportunities. Staff do not entirely understand the areas of learning they are teaching. They are unclear how to support children in stages so that children build their skills over time. For example, staff are not clear about the learning intentions when planting seeds with children. They do not challenge children and introduce new words or concepts.

Staff meet children's care needs well. The environment is safe, which helps children to feel secure. Children are well behaved and treat each other respectfully. Older children play positively with younger children. However, children can lose interest and become bored and distracted when activities are not always stimulating or challenging. Children enjoy outside play. They run, jump, and move spontaneously. Staff provide healthy, freshly cooked food, which children are eager to eat. This supports children's awareness of healthy choices and helps prepare them for later life.

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

- Leaders do not consistently evaluate staff's understanding of the curriculum, or their practice. They do not provide focused support and training for staff so that they fully understand how children can benefit from the learning environment. This has an impact on some children's learning experiences. For example, some staff talk about teaching children to sort toy animals but do not put this into practice, so do not challenge children and help them to gain valuable skills.
- Children share and take turns. They respect each other and staff. Children understand routines and listen to staff. However, they can become uninterested when activities do not challenge them.
- Staff greet parents happily and cheerfully when they arrive. They welcome children and attend to their needs. For example, staff offer a nutritious breakfast and play resources to children attending the breakfast club. Staff use different ways to communicate with parents so that they are updated and aware of important information. For instance, they use the setting's online parent app, zoom calls and daily chats. Leaders display information about funding so parents are aware of their entitlement to free early years education.
- Staff support children to understand how to manage their personal needs. Children confidently feed themselves and use the toilet independently. They know the importance of washing their hands after using the toilet and before

and after eating. This helps children to gain skills they need for the future and supports their health.

- Staff ensure the environment is safe and secure. They carry out risk assessments to identify and remove any hazards, which supports children's safety and well-being.
- Staff support children to develop awareness of the wider world and themselves to help them feel unique. For instance, staff reflect children's backgrounds by displaying flags representing their heritage, and children learn about cultural festivals. Children enjoy trips into the community and travel by local transport.
- Staff encourage children to take appropriate risks, including confidently climbing and moving in different directions and speed outside. These experiences support children's physical development.
- The daily care routines help support children's well-being. Children rest in a safe environment and meals are nutritious and varied.
- Leaders and staff work well with external agencies to support children and follow up on any concerns they may have. School staff are invited to observe children in the setting who are moving on to school. This supports transitions and continuity in their care and learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff safeguard children by ensuring that the environment is secure and safe. They understand the safeguarding policy and procedures. Staff know how to identify any possible risks to children and who to report their concerns to inside and outside the setting. They are aware of other risks to children, such as being taught to have extreme views or ideas. Staff react immediately to any information that is required from external agencies to ensure children's well-being. Leaders follow safe recruitment procedures and check the ongoing suitability of staff.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure the curriculum is well planned and developed and provides high-quality education to all children	31/08/2021
focus on improving staff's knowledge of how children learn and how they intend to support and implement children's learning.	31/08/2021

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

- develop ways to consistently monitor the effectiveness of the care and education provided and put plans in place for improvement.

Setting details

Unique reference number	EY487188
Local authority	Newham
Inspection number	10201268
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 at time of inspection	1 to 4
Total number of places	29
Number of children on roll	29
Name of registered person	Blossoms Nursery Ltd
Registered person unique reference number	RP908968
Telephone number	0208 555 3833
Date of previous inspection	6 July 2017

Information about this early years setting

Blossoms Academy registered in 2015. The nursery is situated in Forest Gate within the London Borough of Newham. The nursery operates Monday to Friday from 8am to 6.30pm for 52 weeks of the year, excluding bank holidays and one week at Christmas. The provider is in receipt of funding for the provision of free early education for children aged two, three and four years. There are eight members of staff, seven of whom hold early years qualifications ranging from level 2 up to level 6, and four staff are unqualified and completing apprenticeships.

Information about this inspection

Inspector

Caroline Preston

Inspection activities

- This was the first inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in the evaluation of the provider.
- The inspector, area manager, deputy manager and trainee manager carried out the learning walk together.
- The inspector and the area manager carried out a joint observation together.
- The inspector spoke to children at times during the inspection.
- The inspection was carried out following Ofsted's risk assessment process.

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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