

# Inspection of Blossoms Day Nursery

The New Mill, 16 Gateforth Lane, Hambleton, Selby, North Yorkshire YO8 9HP

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Inspection date: 21 June 2021

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| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

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

### **The provision is good**

Children are happy and content. Most are motivated and eager to learn. Children form very close bonds with staff, including their key person. They make friends with other children. Staff actively encourage children to develop their independence and sense of responsibility for keeping themselves safe. For example, 'Smartie' the penguin watches over children using the computer. Staff have taught children that there are dangers online. Children know that 'Smartie' watches over them to help keep them safe. Children engage well in a vast range of learning opportunities in the outdoor area. They enthusiastically mix mud and water together, talking imaginatively about what they are making. Children learn about healthy lifestyles. For example, they grow a range of vegetables and help to harvest them. To further support their health, children enjoy regular yoga and mindfulness sessions in the outdoor area.

Staff have high expectations for all children. Children who have special educational needs and/or disabilities get the additional help they need. As a result, they thrive. Parents say they feel exceptionally well supported by the staff. Due to the Covid-19 (coronavirus) pandemic, parents are not able to go into the nursery currently. However, staff make time to ensure parents are kept up to date, using a wide range of communication tools.

Staff focus on helping children to develop their imaginations. For example, there is an 'imagination station' in each room, which staff use to help children make up their own stories. Visitors to the setting enhance opportunities further. For example, children met and learned about a range of animals on a recent visit from a travelling animal farm. The youngest children point to a display on the wall showing the photographs of them meeting the animals. They make the associated animal noises with excitement. This supports their developing early language.

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

- Leaders are highly ambitious and dedicated to making this nursery the best it can be. They monitor children's progress. In the main, they effectively target training to address any areas of development in staff's practice. For example, staff attended speech and language training. As a result, children learn a wide range of vocabulary. In recent hot weather, the older children learnt the word 'hydrate'. They now use this word and understand that being hydrated is an important part of keeping themselves safe.
- Children who have special educational needs and/or disabilities make good progress, particularly in their communication and language skills. For example, staff sing nursery rhymes as children play. This helps children to learn language. Managers understand how to use additional funding to ensure that children

make the best possible progress. For instance, a highly skilled member of staff provides one-to-one support. She helps children who have special educational needs and/or disabilities to listen when the teacher tells a story. As a result, these children learn to listen well and gain new vocabulary.

- Parents speak very highly of the nursery and are extremely happy with the care provided for their children. Staff work with parents effectively and keep them well informed of their child's progress through regular communication. Leaders recently introduced 'the curiosity cube', which families take home. They explore the contents with their children and record the learning in a diary. This has been effective in building good learning links between home and nursery. Parents report that during the pandemic, leaders assessed all risks and implemented very effective procedures to help keep children safe. Parents value the focus that leaders place on mindfulness and emotional well-being. They say that staff promote a culture of care.
- Children frequently play in the stimulating outdoor area with enthusiasm. They show high levels of independence in their play. Children mix water and mud and share imaginative ideas with one another about what they are creating. At times, not all staff plan activities for children that ignite their curiosity and extend learning. For instance, staff overlook the opportunity to extend children's understanding of mathematics during play with mud and water.
- Babies have their care needs met well. They begin to develop their social skills from a young age, sitting together to enjoy healthy snacks. Staff invest time ensuring that babies develop strong bonds with them. This means babies feel secure and settle quickly. Staff provide opportunities for the youngest babies to explore their senses. They use their hands to explore paint and are curious as they make prints on paper. At times, there is a lack of interesting learning to motivate the oldest babies. This means some babies are less engaged.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff have a thorough understanding of their responsibilities to protect children. Safeguarding champions are deployed throughout the nursery. In turn, safeguarding updates and knowledge is cascaded effectively to the staff team. Staff who work with children who have special educational needs and/or disabilities have a good understanding of the potential risks to those children. Leaders follow strict recruitment procedures and complete rigorous checks to ensure that only those suitable to work with children do so. Staff who work with children who have medical needs are well trained to administer emergency treatment. Leaders assess and identify risks effectively.

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

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

- support staff to make a clear link between the intent and delivery of planned activities to enable them to shape those activities to the learning needs of children
- review the range of learning opportunities offered to the older babies, to extend their learning and ensure they are fully engaged.

## Setting details

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| <b>Unique reference number</b>                     | EY558594  |
| <b>Local authority</b>                             | North Yorkshire   |
| <b>Inspection number</b>                           | 10190425  |
| <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 at time of inspection</b> | 9 to 57   |
| <b>Total number of places</b>                      | 65  |
| <b>Number of children on roll</b>                  | 115   |
| <b>Name of registered person</b>                   | Blossoms Day Nursery - The New Mill Limited                                       |
| <b>Registered person unique reference number</b>   | RP558593  |
| <b>Telephone number</b>                            | 01757 228403  |
| <b>Date of previous inspection</b>                 | Not applicable  |

## Information about this early years setting

Blossoms Day Nursery was registered in June 2018. It opens from 7.30am to 6pm Monday to Friday, all year, excluding a week at Christmas and bank holidays. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Sarah Kelly

## 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 leaders held a leadership and management discussion, and the inspector sampled documentation.
- The inspector observed children's development, including a joint observation with the manager.

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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