

Inspection of Blossoms On The Common

11 Station Road, Pelsall, Walsall, Staffordshire WS3 4BB

Inspection date: 19 August 2021

Overall effectiveness	Good
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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 eagerly at the nursery and are greeted by staff at the door. Parents are currently unable to access the nursery, due to new drop-off and collection arrangements governed by the COVID-19 (coronavirus) pandemic. Children are happy at nursery and demonstrate that they feel safe and secure through their positive engagement and attitudes towards learning. They quickly become engaged in their chosen activities.

Children particularly enjoy playing in the outdoor area. Staff help children to understand the natural world through practical experiences. For instance, children closely investigate a worm they find outdoors. Children develop their coordination as they negotiate an obstacle course or manoeuvre over the climbing frame. They practise their physical skills as they steer ride-on toys and make chalk marks on art easels. Children enjoy taking part in music and movement sessions.

Children are curious and show a willingness to have a go and try new things. For example, older children delight in making 'smoothies' by mixing coloured paints, water, ice and foam. They learn to recognise familiar colours and notice changes when the 'ingredients' are mixed together. Children respond positively to the high expectations and gentle guidance of staff. They demonstrate good listening skills and move between the routines with minimal disruption. They gain the knowledge and skills they need for the eventual move to school.

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

- The manager works well with staff to provide a beneficial learning and care environment for children. She reflects on the provision and takes on board feedback from staff and parents to make changes that will have the most impact. Staff benefit from regular meetings with the manager to reflect on their practice and identify training to develop their knowledge and skills.
- Staff focus intently on supporting children's emotional well-being and social interactions. When new children join the nursery, staff offer cuddles and reassurance when needed and gather detailed information from parents to help children settle. Staff praise children for their efforts during activities and participation in daily routines, which helps to raise children's self-esteem and sense of belonging. Children's behaviour is good. They build positive relationships and enjoy sharing experiences with their peers and staff.
- The curriculum is well designed, and staff know children well. Staff carefully follow children's individual interests and confidently use information from assessments to plan enjoyable activities for them. Staff closely monitor the progress children make. This helps them to identify any gaps in children's learning and implement plans to help them catch up. All children make good

progress from their starting points.

- Children take part in a varied range of activities that meet their individual needs. Staff provide lots of opportunities that promote literacy. Children enjoy practising making marks with paint. Younger children learn to apply paint using different tools, and older children enjoy painting outside. Children also enjoy looking at books and sharing their favourite stories. However, on occasion, staff miss spontaneous opportunities to further extend children's learning in mathematics, specifically their understanding of concepts such as space, shape and measures.
- Children independently select resources. They are beginning to learn how to take turns and listen attentively to others. Children know the importance of handwashing before snacks and meals. This builds on their independence and self-care skills well.
- Children's communication skills and speech are supported effectively. Staff lower themselves to babies and toddlers when talking to them and are quick to respond to the sounds they use to communicate their needs. Older children confidently talk about starting school and explain what they are doing as they play. However, sometimes, staff do not make the best use of questioning skills. Occasionally, their eagerness during activities means that they ask too many quickfire questions, or they respond for children before they have had time to express their own thoughts and ideas.
- Partnerships with parents are good. Parents report that they are pleased with the setting. They say staff are helpful and approachable. Staff provide regular updates on children's progress and daily routines, and give parents good opportunities to support children's learning.

Safeguarding

The arrangements for safeguarding are effective.

Management and staff are confident in their roles and fully understand their responsibilities to protect children. Staff have a secure knowledge of the signs and symptoms of child abuse and the procedures to follow if they have a concern about a child's welfare, or the suitability of an adult working with them. Staff use effective risk assessments to ensure that children play safely and receive appropriate care. Staff make sure that they identify any hazards in the environment quickly and minimise any risks to children. Robust recruitment and vetting arrangements are in place to ensure staff are suitable to fulfil their nursery roles.

What does the setting need to do to improve?

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

- help staff to recognise and make more effective use of spontaneous opportunities to support children's understanding of mathematical concepts such as space, shape and measures

- provide staff with guidance to improve their knowledge on how to consistently use skilful questioning techniques to support children's developing communication skills.

Setting details

Unique reference number	2509756
Local authority	Walsall
Inspection number	10191531
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	74
Number of children on roll	150
Name of registered person	Blossoms Day Nurseries (Great Barr) Ltd
Registered person unique reference number	RP535338
Telephone number	01922684255
Date of previous inspection	Not applicable

Information about this early years setting

Blossoms On The Common registered in 2018. The nursery employs 20 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3, two hold level 2 and one holds level 6. The nursery opens from Monday to Friday, for 51 weeks of the year, except for bank holidays. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jacqueline Coomer

Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The inspector and the nursery manager completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- A joint observation of a teaching activity was carried out by the inspector and the nursery manager.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of relevant records and documentation. This included evidence of staff suitability and training.
- A meeting was held between the inspector and the nursery 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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