

Inspection of Blooming Kids

Blooming Kids, The Wellington Centre, Winchester Road, Andover SP10 2EG

Inspection date: 28 October 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 benefit from staff who have a good understanding how to support their learning effectively. They learn many skills to support them to move on to the next stage in their education. Staff have a clear aim for what they want children to learn at their time in the nursery. Children develop secure social skills as they play with their friends.

Children demonstrate they are confident and settled as they play and learn. Very young children show that they feel safe and secure in the staff's warm care. They enjoy cuddles for reassurance and the calm learning environment that the staff provide. Older children are engaged and self-motivated learners who explore with enthusiasm. They are curious about the pumpkins they find in the growing area outdoors and ask the staff questions, prompting lively discussions.

Children behave well. They benefit from the positive role models that staff provide. Children understand the strategies that staff put in place to support them with turn taking, such as using a sand timer. Children learn good hygiene practices as they wash their hands before eating. They confidently use cutlery to eat and share sociable mealtimes with their friends. Children respect each other and play cooperatively.

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

- Staff have ambitious but realistic expectations for children. Those children who require additional support for their learning are helped with highly individual and targeted plans. Staff implement these plans very effectively.
- Staff place a strong focus on supporting children's communication. They encourage children to use speech and signs to ask for help and to meet their needs. Staff introduce new words to children as they share engaging stories. They clearly explain the meaning of new words. Children get up and dance as staff explain what the word 'jig' means, for example. Staff support children to develop their communication skills effectively.
- Staff notice what children like to do and plan activities to support and extend their learning. Children enthusiastically explore mixing together paint and glitter, which they use to decorate pumpkins. Staff ask children to talk through their plans, encouraging them to think and explain. Staff support children's imagination and creativity well.
- Staff encourage young children to climb the slide and use the ride-on vehicles outdoors. Older children challenge themselves to balance across beams they move between tyres and cable reels. Staff support children's physical development effectively.
- At times, the daily routine does not meet children's learning needs. Children do

not always have uninterrupted time to play, discover and learn. This is not fully effective in helping children to engage deeply in their learning.

- Occasionally, staff do not meet all children's learning needs as effectively as they could. For example, overall, adult-led times, such as circle time, story time and singing times, are engaging for most children. However, some children find it harder to listen and focus. They become restless and staff do not always recognise the need for these children to be more active learners.
- Staff help children to learn about their safety. They support children to assess and manage risks effectively. For instance, staff ask children to stop, listen and look for moving cars. Children confidently say when it is safe to cross the car park into the outdoor learning space.
- Parents comment how well the staff know their children. The key-person system is very effective and children benefit from familiar staff who know their individual interests. Children's emotional well-being is supported effectively.
- The new manager is ambitious and motivated. She has implemented positive changes to encourage children's independence, such as introducing children to being able to self-serve their own meals and drinks. She has clear plans in place for the ongoing development of the nursery.
- The staff team works together effectively to support children's learning. The manager is a positive role model for good practice. She supports and mentors staff to help them develop their practice. This helps the staff to offer consistently good-quality care and learning experiences for children.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their roles to keep children safe. They have a good knowledge of child protection and wider safeguarding issues. Staff know how to report any concerns they have about children's welfare. The manager ensures staff keep their knowledge up to date through regular refreshers at staff meetings and by attending training. She uses a robust recruitment process to ensure staff are suitable to work with children. Induction and ongoing supervision of staff are effective. Staff learn about safeguarding before they begin work at the nursery and complete suitable first-aid training.

What does the setting need to do to improve?

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

- review daily routines to allow children time to become more deeply engaged in their play and learning
- review large-group times to help support all children's learning more effectively.

Setting details

Unique reference number	EY554032
Local authority	Hampshire
Inspection number	10175035
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 7
Total number of places	22
Number of children on roll	38
Name of registered person	Blooming Kids Ltd
Registered person unique reference number	RP554031
Telephone number	07816617627
Date of previous inspection	Not applicable

Information about this early years setting

Blooming Kids is located within the Wellington centre in Andover, Hampshire. The nursery is open Monday to Friday, from 8am until 6pm, throughout the year. There are eight staff employed to work with the children, five of whom hold early years qualifications at least at level 3. The nursery receives funding for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Emma Dean

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they intend for the children to learn.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector completed a joint observation with the manager.
- A meeting was held between the inspector and the manager. The inspector looked at relevant documentation and saw evidence of the suitability of staff.
- Parents shared their views of the setting with the inspector.

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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