

Inspection of Blossoms Nursery Ltd

Horseshoe Farm West, London Road, HARLOW, Essex CM17 9LH

Inspection date: 21 December 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

The quality of education children receive is variable. Younger children do not experience a curriculum that builds on what they already know and what they need to learn next. Consequently, they do not make the best possible progress they are capable of. Some staff do not understand the individual learning needs of young children. They are not able to support children to build on their skills over time.

Staff do not plan appropriate learning opportunities for younger children. This means children do not have enough opportunity to explore, engage and develop their own ideas. Learning is often incidental rather than purposeful. Despite this, children show they are settled and feel secure. They are confident to separate from their parents and carers when they arrive at the nursery.

Children learn how to behave kindly and responsibly towards others. However, younger children lose interest and become bored and distracted when learning experiences do not meet their learning needs. Children show that they feel safe in the nursery. Older children look to staff for support and show a growing confidence. For example, they interact with visitors, using words and gestures to gain their attention.

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

- The leadership team does not effectively monitor and evaluate the practice of all staff or their understanding of the curriculum. Consequently, they fail to identify staff who need extra support and training. Staff organise adult-led group activities that are not appropriate for younger children's current level of understanding. For example, staff expect children to understand and follow complex instructions. Younger children are also left to wait for long periods of time while staff set out an activity. Children become distracted and move away or just sit looking around the room. This has a negative impact on their learning experiences.
- Staff speak to children calmly and kindly. However, some staff do not support children's communication and language effectively. For example, they ask a series of questions that are beyond younger children's understanding. They do not give children time to consider and respond. However, older children thoroughly enjoy taking part in conversations with staff and each other. Staff encourage them to take turns and give children plenty of time to think through and respond to the questions. For example, children talk about an imaginary journey as they push a wooden toy train around a track. Staff ask them if it is going fast or slow. Children consider their answer before saying 'slow'. When staff ask where they are going, children smile and say, 'To mummy's work'.
- Staff do not provide parents with an effective two-way flow of information about

how they can fully support their child's learning at home. However, parents receive daily feedback about their child's care and daily activities.

- Older children are consistently engaged and interested in their learning. They spend prolonged periods of time making marks in sand. Carefully pushing the sand around with a toothbrush, they draw the letter 'i' and proudly tell staff what sound it represents. They are also very excited to tell others what sound their name begins with.
- Staff support children's understanding of physical health and hygiene practice appropriately. For example, staff help them to learn how to wash their hands and they enjoy nutritious snacks and meals. All children enjoy spending time outside in the large garden.
- Older children enjoy looking at books independently. They turn the pages correctly to see what comes next. Children excitedly inform staff they have lifted a flap in the book and found a picture of a sheep. Staff ask what sound a sheep makes. Children enthusiastically make the noise of a sheep.
- Staff carry out risk assessments and daily checks of the nursery. They implement appropriate safety measures. For example, safety gates prevent children's access to areas that are out of bounds.

Safeguarding

The arrangements for safeguarding are effective.

The manager has a secure understanding of her role as designated safeguarding lead (DSL). She keeps her child protection knowledge up to date. The staff team recognise indicators of abuse and show a clear understanding of wider safeguarding issues, such as extremism. Staff know that they must report any concerns to their DSL without delay. The manager is confident in her understanding of how to make a referral in line with local procedures, including what action to take if an allegation is made against a member of staff. Safer recruitment procedures and ongoing checks are consistently implemented to assure staff's suitability.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure the curriculum is well planned and developed to provide high-quality education that meets every child's learning needs	12/01/2022

ensure that staff supervision arrangements are effective in monitoring personal effectiveness, identifying ongoing training needs and tackling underperformance	12/01/2022
put in place an effective two-way flow of information with parents so that they are kept well informed about how they can support their child's learning at home.	12/01/2022

Setting details

Unique reference number	EY456691
Local authority	Essex
Inspection number	10217436
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	0 to 9
Total number of places	55
Number of children on roll	86
Name of registered person	Blossoms Nursery Ltd
Registered person unique reference number	RP908968
Telephone number	01279429937 / 07902458685
Date of previous inspection	10 January 2017

Information about this early years setting

Blossoms Nursery Ltd was registered in 2012. The nursery employs 18 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday with the exception of a week closure at Christmas. Sessions are from 7am until 7pm and include after-school care. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ann Cozzi

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 manager and deputy manager and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk of the nursery, inside and outside.
- The inspector carried out two joint observations of activities with the manager, and together they evaluated this.
- Children spoke to the inspector about the activities they were doing.
- Parents and staff spoke with the inspector at appropriate times during the inspection.
- The inspector reviewed relevant documentation, including the suitability checks of all adults working in the setting.

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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