

Inspection of Blessings Day Care & Nursery

Blessings Day Care & Nursery Ltd, 31 Cornwall Road, Bradford, Yorkshire BD8 7JN

Inspection date: 24 January 2022

| | |
|------------------------------|-------------|
| Overall effectiveness | Good |
|------------------------------|-------------|

| | |
|----------------------------------------------|-------------|
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Inadequate |

What is it like to attend this early years setting?

The provision is good

Leaders have worked hard to improve the weaknesses identified at their last inspection. They carefully check staff's daily risk assessments and ensure the setting is safe. Leaders are committed to improving the quality of care and education they provide. They observe staff working with children and provide feedback, coaching and support to help them improve their practice. As a result, staff plan activities that support children to make good progress across the areas of learning.

The outdoor areas are designed to challenge children's physical skills and develop their confidence and resilience. For example, children persist when climbing a steep slope. When they lose their footing, they try again until they reach the top. Children turn and sit with a big smile, proud of their achievement. They ride balance bikes, climb climbing walls and crawl through tubes. Children make good progress in their physical development.

Leaders know their local community well. They plan opportunities to widen children's life experiences. For example, they visit the local football stadium and provide healthy cooking classes for parents. Relationships between staff, children and parents are strong. The continuing impact of the COVID-19 pandemic means that parents do not enter the childcare rooms. However, staff maintain good partnerships with parents. They communicate in person when children arrive and leave, through online communication software and regular face-to-face meetings. This enables them to meet children's individual needs.

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

- Staff promote children's mathematical knowledge and understanding through play. For example, when drawing a face with toddlers, they help them to count how many eyes they have. Older children build a tall tower and compare its height to their own. They fill containers with sand and wood chippings, and sort the counters of a game by their colour.
- Children make good progress in their communication and language development. Staff introduce new words through songs and stories. They repeat babies' vocalisations back to them, and extend toddlers' sentences by repeating what they say and adding a word. However, at times, staff ask older children too many questions that require a brief answer, for example 'what colour is it?'. This does not support children to extend their thinking or share their own thoughts and ideas.
- Arrangements for supporting children with special educational needs and/or disabilities are good. Staff work closely with parents and outside agencies to meet children's needs. They use their knowledge of children's interests to help

them make progress in all areas of learning. For example, staff use children's love of vehicles to encourage them to play in the sand with other children.

- Babies develop secure attachments with staff, who are warm and responsive to their needs. Staff talk to children and ask their permission before changing their nappies. This means that children feel safe and able to explore and learn. This is demonstrated when babies show interest in the unfamiliar inspector. They gradually approach them, looking back to their key person for reassurance.
- Children confidently choose their own play and show high levels of engagement. They choose to make marks using chalks on a plastic tray outside. Some children can write their name. They show pride in their achievements, sharing their drawings with the inspector.
- Children behave well and understand the rules. For example, they tell the inspector that they must wait for a turn on the see-saw, and do so patiently. When staff remind children about the rules, they respond promptly. However, staff do not use these opportunities to name children's emotions or help them to understand the impact their behaviour may have on others.
- Children show good independence skills. They put an apron on before painting, wash their hands before eating and put their own coat on before going outside. However, at mealtimes, staff do things for children that they could do themselves. For example, they place food, cutlery and drinks on their tray.

Safeguarding

The arrangements for safeguarding are effective.

Leaders promote a positive safeguarding culture at the setting. They provide regular training to staff and check that their knowledge and understanding are up to date. The setting works together with other agencies, who provide information and support to help to keep children safe. Staff have the knowledge and understanding that they need to identify children who might be at risk of abuse. They know the correct actions to take if they have safeguarding concerns about a child. Staff know what to do if an allegation was made against those who work with children.

What does the setting need to do to improve?

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

- develop the use of questioning, so that children have more time to process their own thoughts and respond with their own ideas
- further improve already good behaviour by talking to children about their feelings and emotions, and supporting them to understand the impact their behaviour has on others
- strengthen the arrangements for developing children's independence skills, particularly at mealtimes.

Setting details

| | |
|----------------------------------------------------|------------------------------------|
| Unique reference number | 2516104 |
| Local authority | Bradford |
| Inspection number | 10216259 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 4 |
| Total number of places | 72 |
| Number of children on roll | 85 |
| Name of registered person | Blessings Day Care & Nursery Ltd |
| Registered person unique reference number | 2516103 |
| Telephone number | 01274 202001 |
| Date of previous inspection | 21 July 2021 |

Information about this early years setting

Blessings Day Care & Nursery registered in 2019 and is situated in the Manningham area of Bradford. There are 15 members of childcare staff employed. All staff hold appropriate qualifications, with most being childcare-related qualifications at level 6. The nursery opens from Monday to Friday all year round. Sessions are from 7.45am until 5.30pm. Funded early education is provided for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rebecca Miall

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The nominated individual joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- Staff's views were taken into account as the inspector talked to them at appropriate times during the inspection.
- The nominated individual and the inspector spoke about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the nominated individual.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022