

Inspection of Little Blossoms of Barrowford

22 Gisburn Road, Barrowford Nelson, Lancashire BB9 8NE

Inspection date: 24 February 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and secure in this positive and nurturing environment. They have formed strong bonds with their key adults and are eager to share their successes with them. For instance, children run proudly towards staff, throwing their arms around them to celebrate their achievements. Younger children and babies confidently seek comfort from adults and are quickly calmed. When they are upset, children allow adults to support them in resolving situations and in developing their understanding of how to manage their emotions.

Children have many opportunities to explore things first-hand, such as the squelching of their boots in the mud area or the bitter taste of lemons in the water. Children giggle with excitement as they feel the cold of the snow on their hands and calmly snuggle in to listen to stories being read aloud. These opportunities help children to experience the awe and wonder of the world in which they live and to develop a love of learning.

Children interact well with each other and are learning to take turns and to share. For instance, during snack time, they pass the bowl of fruit around and make sure that everyone has had a piece. Children peel their own orange and keep on trying even when it becomes stuck. This helps them to become independent and resilient learners.

Leaders have adapted their practice to address the impact that COVID-19 has had on children and their families. Staff have maintained strong relationships with parents, and children's well-being has remained at the heart of the nursery. For instance, parents have continued to bring their children into the rooms to ensure that they are happy and settled each morning.

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

- Children behave well and respond positively to the staff. Children enjoy helping to set the table for lunch and patiently wait in line to wash their hands. On the isolated occasions when children do struggle with their behaviour, staff manage this effectively. Staff calmly talk to children and use stories to support them to understand the impact of their behaviour on themselves or their friends.
- Staff promote good levels of hygiene. They remind children to wash their hands and teach them to use cutlery when eating. Children are developing their understanding of how to meet their own personal needs.
- Leaders have ensured that effective transition procedures are in place when children start nursery. They gather information about the child and invite parents into the setting. This helps children to form secure attachments with key staff and promotes their well-being and independence.

- Staff know the children well. They use this knowledge to design a broad curriculum which offers children learning experiences linked to their interests. Adults engage with children in their play and support their learning through modelling and rich dialogue. However, the curriculum does not always have enough focus on what individual children know and can do to ensure that teaching consistently builds on their knowledge and skills.
- Children are active in their play. They delight in pulling sledges, whisking ingredients, cutting paper with scissors and squirting water from syringes. Through these experiences, children are learning to develop their strength and precision.
- Staff communicate well with parents. They share a lot of information with parents about their child and seek the parents' views. This strengthens the relationships between home and nursery and ensures continuity in children's care, learning and development.
- Leaders ensure that all children, including those with special educational needs and/or disabilities and those who speak English as an additional language get the support they need. They identify any emerging needs early and engage with a range of professionals to address these needs. This helps children to overcome any potential barriers to their learning.
- Parents appreciate the support that the nursery provides to ensure that their children are happy and secure. This is particularly valued by families who are experiencing difficulties. Parents comment that the nurturing ethos of the nursery makes it feel like 'a home from home'.
- Leaders support the professional development of their staff. They ensure that staff access training which builds on their knowledge and skills over time. Leaders work alongside staff and observe and model practice. However, coaching and mentoring does not focus enough on what staff need to do to improve the quality of their teaching. This means that some staff are not always clear on their developmental targets to enhance the quality of the learning and development experiences for children to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

All staff understand their responsibility to keep children safe. They attend regular training and have a clear understanding of the signs that may indicate children are at risk of abuse and neglect. There are clear and effective procedures in place for reporting concerns about children or adults which are understood by all staff. Leaders have robust recruitment systems in place to ensure that staff are suitable. Babies and young children demonstrate that they feel safe through the secure attachments they have formed with the adults working closely with them. Staff teach children about their feelings and help them to describe their emotions.

What does the setting need to do to improve?

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

- improve coaching and mentoring so that staff are clear on their developmental targets to enhance the quality of the learning and development experiences for children
- further enhance the curriculum by ensuring that it consistently builds on what individual children know and can do.

Setting details

Unique reference number	EY481320
Local authority	Lancashire
Inspection number	10219866
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	60
Number of children on roll	84
Name of registered person	Little Blossoms of Barrowford Limited
Registered person unique reference number	RP902797
Telephone number	01282 615998
Date of previous inspection	12 August 2016

Information about this early years setting

Little Blossoms of Barrowford was registered in 2014. The nursery employs 14 members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, one at level 4, and four at level 6. There are two with a level 2 qualification. The nursery opens from Monday to Friday all year round. Sessions are from 7:30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Liz Dayton

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 that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 manager showed the inspector documentation to demonstrate the suitability of staff.
- Parents and carers shared their views of the setting with the inspector.
- The manager and the inspector carried out joint observations of group activities.
- The inspector spoke to staff and children throughout the inspection.

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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