

Inspection of Bloomers Day Nursery

Unit A-C Crest Apartments, 29 Doggett Road, London, Kent SE6 4PZ

Inspection date: 22 April 2022

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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children settle quickly from when they first start in the nursery. This is because staff are warm and kind and support them well, including whenever they move rooms. Children benefit from staff keeping parents informed about their progress and inviting them to take part in the nursery activities, such as World Book Day.

Children are learning to be independent and to manage their own needs. For example, children have fresh water available in the rooms and learn why it is important to drink water during the day. Younger children try to put their coats on. Older children enjoy and take pride in taking on more responsibilities in the room, such as by helping to set up the tables for lunch.

Children behave generally well and follow the routine confidently. For example, they know when it is time to tidy up, put their coats on to go to the garden and wash their hands to have lunch. This supports children's emotional development as they know what will happen next and feel secure in the environment.

Expectations for what children can achieve are not consistent. Some children are less challenged than others during activities. This means that they get distracted and do not fully access the learning opportunities available to them.

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

- Staff plan and provide some activities for children that they are interested in and enjoy taking part in. For example, children like playing with trucks, so staff use these for children to practise mark making in sand. However, staff do not consistently challenge children and their learning. As a result, children lose interest in the activities, which affects their behaviour and attitudes towards learning at such times. Children, particularly those with special educational needs and/or disabilities (SEND), those who speak English as an additional language or those in receipt of additional funding, do not make good progress in their learning.
- Staff help younger children to develop good physical skills. For example, children use tricycles and push toys to support their leg muscles. However, staff provide fewer opportunities for older children to practise using their large muscles. As a result, these children do not make enough progress in their physical development.
- Staff feel well supported in their roles and have relevant training in safeguarding and child protection. They have regular meetings to discuss concerns, professional development and set targets for themselves. However, not all staff understand how to support and challenge children to make good progress in their learning.

- Staff read and sing songs to children and make good use of language when talking to them. Children learn about the colours of the paints they are using, the sound that trains make and answer questions about the stories they are listening to. This means children make progress in their vocabulary and learn new words.
- Staff talk to the children about what they are doing and praise them for trying new things. For example, during a mark-making activity, staff talked to the children about the marks they were making and praised them. As a result, children feel proud of their achievements.
- Children play nicely together and build relationships with others. Older children talk about what they are doing and discuss what to do next. Younger children and babies are comfortable in each other's company. They babble, smile and share toys. As a result, children build on their social skills and feel safe in the environment.
- Staff celebrate children's cultural backgrounds and have conversations with children about their personal experiences. They talk to children about when they went on holidays and what they saw. As a result, children feel recognised and learn about what makes them unique.
- The manager and staff understand what to do to keep children safe and healthy while in the nursery. They have effective procedures to monitor health needs, including allergies, and identify potential dangers, such as high pollution levels in the area.

Safeguarding

The arrangements for safeguarding are effective.

The nursery setting is safe and secure. Staff have appropriate knowledge and training on safeguarding and child protection and know what to do to keep children safe. They can identify signs of abuse and know who to report concerns to if they arise. The manager makes sure that staff are suitable and safe to work with children through a safe recruitment process. As the safeguarding lead, she is aware of local and wider safeguarding issues that might have an impact on children's well-being and welfare.

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
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improve staff's understanding of how to support individual children's learning, including those with SEND, so that children are engaged, enjoy challenging activities and make good progress in their learning.	20/05/2022
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To further improve the quality of the early years provision, the provider should:

- provide more opportunities for older children to practise using and exercising their large muscles to fully develop their physical skills.

Setting details

Unique reference number	2536558
Local authority	Lewisham
Inspection number	10215223
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 4
Total number of places	33
Number of children on roll	65
Name of registered person	Bloomers Day Nurseries Ltd
Registered person unique reference number	RP525758
Telephone number	07944108088
Date of previous inspection	Not applicable

Information about this early years setting

Bloomers Day Nursery offers places for children aged from 4 months to 5 years of age. It registered in 2019 and is based in Catford, in the London Borough of Lewisham. The nursery is open each weekday from 7.30am to 6.30pm. It provides funded education for two-, three- and four-year-old children. The setting employs 10 members of staff who work directly with children. Nine of the staff have relevant early years qualifications ranging from level 2 to level 6.

Information about this inspection

Inspector

Sonia Ferreira

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 inspector spoke with parents to gather their views on the setting.
- The manager and the inspector held discussions about the curriculum.
- The inspector and the manager jointly observed and evaluated an activity.
- The inspector observed the staff with the children and spoke with them at appropriate times.
- The manager met with the inspector to discuss the leadership and management of her setting.
- The inspector reviewed documents relevant to the inspection process.

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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