

Inspection of Blossoms Academy

Blossoms Nursery, 66b Sebert Road, LONDON E7 0NH

Inspection date: 29 April 2022

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

The provider is in breach of several requirements relating to risk assessment and promoting children's health. This is in relation to storage of cleaning materials and medication. This has an impact on children's safety.

Teaching and learning at this nursery are not good. Staff do not have the skills and knowledge yet to competently keep children engaged in planned activities. This is particularly evident for children with special educational needs and/or disabilities (SEND). This has an impact on the quality of education that children receive. In addition, activities are not adapted to consider the needs of individual children. This has a poor impact on children's learning and development.

Children arrive and immediately receive reassurance from their key person if they feel unsettled. However, many staff speak over each other and the children during planned activities. The children copy these behaviours and they do not learn how to take turns in conversations and listen to each other consistently. This has an impact on children's behaviour and how they communicate with each other.

Staff are attentive to the babies' and younger children's care needs. They adhere to their sleeping routines and monitor them as they sleep. Children have plenty of opportunity throughout the day to make the most of the shared outdoor area, which is easily accessible for all. However, children's daily care needs are not consistently shared with parents.

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

- The quality of the education is weak. Staff fail to build on what children know and can already do. For example, when children become interested in their play, staff do not always use the opportunity to encourage their curiosity and spontaneously stretch children's thinking. They do not ask probing questions. Therefore, staff do not implement and create a meaningful curriculum.
- The provider does not have adequate oversight of the quality and standards at the setting. The manager and staff do not receive effective coaching and training to enable them to deliver the early years foundation stage curriculum. Staff supervision and training targets do not identify staff weaknesses.
- Children learn how to be independent. For example, at lunchtime they learn to share their own food and eat well with cutlery. However, at other times children are not encouraged to be independent and talk about what they want. For example, during creative activities children are repeatedly passed resources from staff with minimal language being exchanged. This has an impact on children's communication and language development.
- Staff have use of a sensory room to support children if they need to access a

calm space or learn quietly with a member of staff. However, as staff deployment is poor, children do not always get access to this calming space. Therefore, children's interests and individual needs are not always being met, particularly for children with SEND.

- Staff do not understand how to teach children. For example, during a planting activity in the outdoor area, the poor organisation and lack of resources meant that children were unable to concentrate on the learning. This resulted in a lack of engagement in the activity and this has an impact on the quality of education.
- The sensory room has a nice display about a past trip. However, the display is too high for the children to see the pictures. The memories of the trip are, therefore, lost. This has an impact on children's personal development.
- Children's transition from the nursery to school is supported. Children leaving to attend local schools are visited by the teachers and school literature is shared with parents.
- Parents report that they receive some information about children's development. However, overall, the communication is not effective, as the provider does not ensure that parents know what individual children need to learn to get ready for their next steps in learning.

Safeguarding

The arrangements for safeguarding are not effective.

The provider does not ensure that all staff understand all aspects of the setting's safeguarding policy and procedures. Not all staff with designated safeguarding lead responsibilities understand the reporting procedures. This includes for reporting safeguarding concerns and how to share these concerns with other agencies without delay. Staff use of risk assessment is ineffective, cleaning materials are stored within easy reach of children. In addition, medicines prescribed for children who have left the nursery are not disposed of in a timely manner. These medications are also within easy reach of children. This places children at risk of harm. The provider ensures that systems for the safe recruitment of staff are in place and monitored for any changes in 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
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ensure all staff with designated safeguarding lead responsibilities understand the reporting procedures for safeguarding concerns and know how to share these concerns with other agencies without delay	13/05/2022
implement effective risk assessments to ensure hazards are identified and removed to maintain children's safety, specifically in relation to the safe storage of cleaning materials and medication	13/05/2022
raise the quality of the provision to a consistently good level by providing staff with effective monitoring that identifies and targets weaknesses in their practice	13/05/2022
improve the quality of teaching and ensure that all staff have a good knowledge of the early years foundation stage and understand how to plan and provide challenging activities	13/05/2022
improve communication arrangements with parents to ensure the information is regularly shared about how the early years foundation stage is being delivered in the setting	13/05/2022
ensure all staff, particularly those with key-person responsibility for children with special educational needs and/or disabilities (SEND), have the knowledge and support to carry out their roles effectively.	13/05/2022

Setting details

Unique reference number	EY487188
Local authority	Newham
Inspection number	10203066
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 8
Total number of places	29
Number of children on roll	33
Name of registered person	Blossoms Nursery Ltd
Registered person unique reference number	RP908968
Telephone number	0208 555 3833
Date of previous inspection	7 July 2021

Information about this early years setting

Blossoms Academy registered in 2015. The nursery is situated in Forest Gate within the London Borough of Newham. The nursery operates Monday to Friday from 8am to 6.30pm for 52 weeks of the year, excluding bank holidays and one week at Christmas. There are eleven members of staff, who hold early years qualifications ranging from level 2 up to level 6, and two staff are unqualified and completing apprenticeships.

Information about this inspection

Inspector

Anne-Marie Giffits-Walker

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.
- Parents spoke with the inspector during the inspection.
- The manager and the inspector completed a learning walk together of all the areas of the nursery and discussed the early years curriculum.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and the inspector completed joint observations together, in two areas of the provision.
- The inspector reviewed documentation 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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