

Inspection of Little Blossoms Nursery Ltd

Clives Fruit Farm, Upper Hook Road, Upton-upon-Severn, Worcester WR8 0SA

Inspection date: 14 September 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this nurturing and stimulating nursery. They form secure attachments with the kind and caring staff, who work extremely hard to get to know their unique characters and individual needs. Children are very confident and display outstanding enthusiasm in all activities they take part in. They have daily access to several outdoor learning environments, including an on-site forest school area. Children respond positively to staff's gentle encouragement and display great determination and perseverance as they climb up a steep hill, holding onto a rope to steady their balance. They listen carefully to staff's consistent instructions and understand that these keep them safe. Children display their sense of achievement. They smile broadly and clap their hands together as they reach the bottom of the mudslide.

Children are caring and show consideration for their peers. They are kind, respectful and play harmoniously together. Children use their imagination as they pretend to cook a meal in the outdoor kitchen. They take turns to mix the ingredients and ask staff to place it in the 'oven' to cook. Children make links to their previous knowledge and experiences. They confidently explain that the oven is hot and only adults are allowed to use this.

Children respond exceptionally well to embedded routines, such as tidy-up time. They learn to take care of their learning environment as they work together to put away toys and resources when they have finished their play.

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

- Managers and staff provide an inspiring curriculum, which is carefully designed to support children's progress across all areas of learning. They get to know children's interests and provide highly engaging experiences influenced by their observations of children's play. Staff continuously observe children and extend their learning in the moment. For example, they recognise that a group of young children are eager to make marks on a single easel. Staff swiftly cover a table in paper to provide young children with even more space to experiment with colours and make marks.
- Babies are inquisitive and use their senses to explore their surroundings. They develop excellent physical skills. Babies learn to grasp a wooden rail in front of a mirror and pull themselves up into a standing position. Staff praise their efforts and make eye contact with babies through the mirror reflection. They encourage children to steady their balance, hold the rail with one hand and wave with the other.
- Staff skilfully support children's literacy skills. Older children learn how to use information books to find out about the different kinds of insects they can find in

the forest. Staff read parts of the book aloud to children. This supports their understanding of the world and explains that some insects can only be found inside dead wood. Children look at the pictures to find out what dead wood looks like. They continue to search for the wood and different insects.

- All children, including those with special educational needs and/or disabilities, are learning to be confident communicators. Staff skilfully engage in conversations with children. They ask questions which allow children time to think and respond. Children are articulate in their conversations with adults. They confidently remind staff that they must be considerate of their forest school robin and be mindful of his feelings. Children tell staff to be quiet, so they do not scare the robin who visits them.
- Staff support children's small-muscle development and dexterity in preparation for future writing. Children enthusiastically join in with creative 'dough disco' sessions. They use their arms, hands and finger muscles to manipulate dough, while dancing and singing to familiar songs.
- Leaders and managers strive for excellence at all times. They continuously evaluate their practice and put in place focused improvement plans to ensure the nursery delivers the highest quality care and education for all children. Managers meet with the staff team on a monthly basis and complete regular supervisions to monitor the quality of education they provide along with staff's well-being. Highly effective professional development plans support staff effectively. Staff are passionate about their role and report that they feel thoroughly supported by the management team.
- Partnerships with parents are exceptional. Parents speak highly of the supportive managers and staff team. They comment on the unwavering support they provide for children's care and education, and the outstanding levels of progress children have made since starting at the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are prioritised throughout the nursery. Staff teach children to be responsible for their safety from a young age. For example, children follow instructions to keep themselves safe in the forest school area and instinctively know to stay still and keep their hands by their sides when a dog walker passes through. There is a strong culture of safeguarding throughout the nursery. Staff attend a wide range of training to ensure they update their knowledge and skills on a regular basis. They know the procedure to follow in the event of a concern about a child, a colleague or a senior member of staff. Leaders and managers implement robust recruitment procedures. This includes thorough suitability checks and a comprehensive induction process to ensure that all staff are suitable to care for children.

Setting details

Unique reference number	EY101663
Local authority	Worcestershire
Inspection number	10116419
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	104
Number of children on roll	104
Name of registered person	Little Blossoms Limited
Registered person unique reference number	RP907352
Telephone number	01684 592743
Date of previous inspection	7 June 2016

Information about this early years setting

Little Blossoms Nursery Ltd registered in 2001. It is located in rural Worcestershire in Upton upon Severn. The nursery is open from 8am to 6pm, Monday to Friday, all year round, except for bank holidays and a week at Christmas. It employs 31 members of staff. Of these, 23 hold appropriate early years qualifications between level 2 and level 6. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Holly Smith

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 management team and has taken that into account in her evaluation of the nursery.
- The management team and inspector completed a learning walk to discuss the nursery's curriculum.
- The deputy manager carried out a joint observation of an activity with the inspector and evaluated the quality of teaching and learning taking place.
- The inspector spoke to staff, parents and children at appropriate times during the inspection and took account of their views.
- The inspector held a meeting with the provider and management team. She sampled a range of documents, including evidence of staff's suitability.

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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