

Inspection of Blossom Tree Day Nursery Ltd

Adwick Central Avenue, Doncaster, South Yorkshire DN6 7RU

Inspection date: 6 October 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy being outside in the fresh air. They are developing their physical skills through their enjoyment of using outdoor equipment. For example, they skilfully move along a rope ladder, slide, and balancing beams. Children choose a variety of activities, such as water play, the sand tray and painting. They fill and empty containers with water and draw patterns in the sand. Children have no problem finding something to do. They are quick to inform staff when they find a hedgehog. They have a lovely conversation about the hedgehog's habitat and its spikes. Younger children find a brown leaf. They look at the marks, talk about the colour and say 'yuk' because it feels wet. This shows children's interest in the world around them.

Children are confident in their physical skills. They run at speed and stop or change course to avoid obstacles. Children proudly announce that they can jump. They go on to show the inspector how high they can jump and land on two feet. When asked if they can hop, they stand still and take a little time to think about it. They decide to try and then smile at the praise they get for having a go. Children show a growing ability in using their voice throughout the day. They count out loud as they play, sing along with their friends, and repeat the words that staff use.

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

- Managers have a positive attitude towards continued improvement. They assess the quality of the education they provide. This has helped them to put an action plan in place for areas they wish to improve. The manager explained the educational programme and her focus on communication and social skills. She found that children had less opportunity to socialise outside the immediate family. This affected some of the children's ability to build relationships. Others found it difficult to manage their behaviour. This had an impact on children's communication and language skills.
- The key-person system is well established. Parents know their child's key person and speak fondly of the bond they have with their children. Children are happy and have good relationships with other staff too. They approach any member of staff nearby for help or guidance.
- Staff help children to develop the skills they need in readiness for school. These include toileting, pouring drinks, and putting on and fastening their coats and shoes. Staff use everyday events to help children to refine these skills. For example, children serve themselves at snack time and get themselves ready before going outside.
- Children with special educational needs and/or disabilities are well supported. Practitioners identify when children need extra support. They make appropriate referrals to other agencies. This supports children to get the help they need, to

make the best progress they can.

- Parents are very positive about the care and education that their children receive. Many of the children have followed their older siblings into the setting. Parents say that their children's speech has improved. They are proud that their children are learning to share. Parents recognise that staff help their children to become independent at toileting.
- Staff meet with parents and children before their start date. This provides the opportunity for staff to gather information about children's development. This includes what children can and cannot do, their interests, and individual care needs. This helps staff to make sure that there are activities to challenge them from day one. As a result, children are quick to settle and enjoy learning as they play.
- Parents are happy with the feedback about their children's progress. They say that staff are very approachable and friendly, and put children first. For example, staff ask about existing injuries. Parents say that although this is a sensitive issue, they know that children are safe.
- Staff use a range of skills to help children learn. They talk to children about what they are doing and encourage and support them. However, the level of questioning does not challenge children to the highest level. For example, some staff use questions that only require a 'yes' or 'no' answer. This does not help children to reinforce what they are learning and make swifter progress.
- Children are learning how to control their behaviour. They enjoy taking part in a range of activities and play experiences. However, the group activities are sometimes too large. Children wait too long for their turn and gradually lose interest.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand the safeguarding and child protection policies and procedures. They know who to contact in the event of receiving an allegation against an adult. Staff are aware of 'Prevent' duty and why it is in place. A robust recruitment procedure helps to ensure that adults working with children are suitable. Risk assessments are thorough, identifying the risk and the action taken to reduce or remove it. This helps to ensure children's safety and well-being. Appropriate records are in place, including notifications made by the provider, accidents and complaints.

What does the setting need to do to improve?

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

- strengthen practice and help to support children to make even swifter progress in their learning

- enhance the organisation of adult-led activities to fully maximise children's individual learning needs, for example, by reviewing group sizes and the ages of those participating.

Setting details

Unique reference number	2620781
Local authority	Doncaster
Inspection number	10257809
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	2 to 4
Total number of places	24
Number of children on roll	24
Name of registered person	Blossom Tree Nursery Limited
Registered person unique reference number	2620779
Telephone number	07762898389
Date of previous inspection	Not applicable

Information about this early years setting

Blossom Tree Day Nursery Ltd registered in 2021 and is situated in Doncaster. The nursery employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, and one at level 6. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
June Rice

Inspection activities

- This is 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 observed the quality of education during activities indoors and outdoors. They assessed the impact this has on children's learning.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The manager observed a planned activity with the inspector and discussed the quality of education provided to children.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.

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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