

Inspection of Blooming Babies Day Nursery Limited

St. Clere's School, Butts Lane, Stanford-le-Hope, Essex SS17 0NW

Inspection date: 17 November 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Children look forward to attending this inviting and inclusive setting. They settle quickly, making firm friendships with others. Children form close bonds with their key person as well as other adults in their room. They feel confident in approaching adults for support and reassurance when needed. Children display high levels of independence. They prefer to wash their hands and navigate the hand dryer themselves. They like the challenge of taking their own yoghurt lid off and feeding themselves from a young age. This is due to the high amounts of encouragement and praise from staff.

Children behave well at the setting. Staff act as role models for sharing and turn-taking while playing. Children love singing along to songs with actions. They listen to stories with awe and wonder. Staff get to know the children well. They are able to make these times enjoyable and interactive to suit children's needs. Babies settle quickly due to the effective key-person system. They thrive with close support from adults. Staff encourage babies to explore using all of their senses. They set up shaving foam and play dough. Babies use their whole bodies to explore and get messy, squealing with delight as they play.

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

- Staff teach to good standards consistently. They get to know the children well and plan learning experiences based on children's interests. Staff link learning intentions to children's developmental goals. As a result, children show high levels of enjoyment while learning. Children concentrate when colouring, painting or cutting out. They count, laugh and take turns with friends playing hide and seek in the garden.
- Managers have created clear systems for staff to observe children and track development. This means that staff gain strong awareness of how to support children with learning. Staff share information with the managers regularly. They work together to support or challenge children and maximise learning opportunities.
- Children form close bonds with all the staff in their room. This is because staff are warm, friendly and inclusive. Children therefore settle quickly and feel valued at the setting. They grow to be confident communicators and independent explorers.
- Staff create environments that are rich in language. Staff in the youngest children's room let the babies lead their play. They narrate, model and repeat key words to encourage babies' first words and early language. As a result, babies babble and vocalise as they explore their stimulating environments. Staff are highly receptive. They repeat back sounds, and babies thrive on the interaction. This results in babies making pleasing progress with their

communication and language.

- Staff make snack and mealtimes fun, social experiences for children. They sit with children and support them to try new foods. The on-site cook creates a variety of balanced meals that children enjoy eating. Children happily sit with their friends and engage in conversation. Staff encourage children to talk about their favourite foods and share their opinions with others.
- Partnerships with parents are good. Parents praise the setting for the regular updates on what their children enjoy and learn each day. They are grateful for the advice from staff and managers. This includes support with toilet training or speech and language. Parents appreciate that staff follow guidance from other professionals working with their children.
- Staff plan stimulating activities throughout the day. Children behave well and follow instructions. However, staff do not always plan ahead for the transitional periods between activities. They do not always make it clear to children what is happening next. Therefore, these times can become noisy and confusing for children.
- Staff provide regular opportunities for children to play and explore outdoors. Children enjoy playing in the mud kitchens and taking part in obstacle courses. Sometimes, staff share the garden space between babies and older children. During snack time, this can provide sociable experiences. However, it can lead to younger children becoming slightly distressed when older children get excited and noise levels rise.

Safeguarding

The arrangements for safeguarding are effective.

All staff have an in-depth knowledge of how to safeguard children. This includes recognising a concern, recording and reporting to the safeguarding leads or the local authority. The safeguarding leads are highly knowledgeable about the procedures to follow if a concern is raised to them. All staff have strong understanding of the wider safeguarding issues, such as the risk of children being drawn into radicalisation. The managers have created stringent procedures for fire evacuation and risk assessments for all aspects of provision. All staff are first-aid trained, and they are confident in the processes for administering first aid and reporting accidents or incidents.

What does the setting need to do to improve?

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

- support staff to plan transitions between activities more effectively so that children understand expectations and what is happening next
- review the arrangements for outdoor routines, especially when ages are mixed, to support younger children to have consistently positive experiences.

Setting details

Unique reference number	EY423109
Local authority	Thurrock
Inspection number	10233781
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	36
Number of children on roll	27
Name of registered person	Blooming Babies Day Nursery Ltd
Registered person unique reference number	RP530431
Telephone number	07957 158890
Date of previous inspection	10 February 2017

Information about this early years setting

Blooming Babies Day Nursery Limited registered in 2011. The nursery employs 11 members of childcare staff, seven of whom hold appropriate early years qualifications at level 3 or above. 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

Marianne Brown

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 of the nursery to discuss the curriculum and what they want children to learn.
- The inspector observed the quality of education, indoors and outdoors, and assessed the impact this has on children's learning.
- The manager joined the inspector for a joint observation of an activity.
- Staff and parents spoke to the inspector during the inspection, sharing their views.
- The inspector looked at relevant documentation, including the safeguarding procedures and evidence of the suitability of staff.

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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