

Inspection of Blossoms Nursery Ltd

Horseshoe Farm West, London Road, HARLOW, Essex CM17 9LH

Inspection date: 14 December 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children arrive happy and excited to see their friends. They eagerly explore the activities on offer and quickly settle into the daily routines. Staff offer children a wide range of experiences that build on their current interests. Consequently, children make good levels of progress. Pre-school children enjoy messy play that encourages them to talk about what their Christmas dinner might be like. They pull leaves off sprouts and use kitchen implements to mash and combine with play dough and mushy peas. Children use their good communication skills to describe the smell of the sprouts and peas. They excitedly talk about what they hope to receive from Father Christmas.

Toddlers immerse themselves in the Christmassy world of the hungry caterpillar, creating small snowmen from play dough. Real carrot noses bring the snowmen to life. Babies develop an early interest in books, snuggling up to staff to listen to their favourite stories. Children behave well. They share, take turns and use simple sign language to say please and thank you. Children with special educational needs and/or disabilities (SEND) receive very good levels of care. They take part in a wide range of learning opportunities carefully tailored to their individual needs, alongside their peers. This helps children to learn about and respect each other's similarities and differences.

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

- The new manager and the staff team have worked hard to successfully meet the actions set at the last inspection. Ongoing support, training and coaching, as well as regular opportunities for supervision, enable staff to develop and raise the quality of teaching. Staff access a wide range of training online and attend regular team meetings. This helps them to develop their practice and provide children with consistently, challenging activities and experiences. Consequently, children are ready for the next stage of their learning.
- Staff share information with parents online and provide daily feedback at collection times. Consequently, parents are better informed about their children's achievements. Parents are very complimentary about the staff and the progress their children make.
- Overall, staff encourage children to be independent and learn to manage tasks for themselves. Toddlers help staff to put toys away and wash their hands before eating. Pre-school children enjoy making crowns to wear at the Christmas dinner. They stick pieces of coloured foil and other decorations to their crown. However, sometimes, staff overlook opportunities to encourage children's independence skills further. For example, staff pre-cut the pieces of foil instead of encouraging children to use scissors to cut the foil for themselves.
- Babies enjoy playing outside in the fresh snow. Staff dress them warmly in cosy

snowsuits and boots. Once back inside, staff provide babies with a messy play activity using dry flour to mimic the snow. Babies use their hands and feet to explore the softness. Staff encourage babies to pick up handfuls of flour and then let it fall back into the tray to imitate snow. They introduce relevant words, such as 'snow' and 'soft' to help develop babies' early communication skills.

- There are good arrangements to support children with SEND. Regular meetings between professionals, parents and staff help to provide consistency in children's care and development. Staff access specialist mobility equipment and know what next steps to work on. This helps children to make progress in relation to their individual starting points.
- Overall, staff provide children with an ambitious curriculum that consistently ignites their curiosity and engagement. Children eagerly explore messy play and enjoy creating pictures using paint. They enjoy listening to their favourite stories, helping to turn the pages and pointing out different features. However, staff have yet to fully develop the role-play areas to fully capture children's imaginative skills.
- Staff take time to prepare children for the move on to the next stage in their learning. They share information as children move between rooms. Staff invite teachers to visit the nursery to discuss children's achievements and what they need to learn next. This helps promote continuity in their development. The manager and staff make good use of additional funding to purchase resources and equipment to help support children's development, including those with SEND.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of their role and responsibilities to safeguard children. They know the signs and symptoms that may indicate children are at risk of harm or abuse. The manager ensures staff complete regular child protection training and covers different aspects of safeguarding during team meetings. This helps staff to remain vigilant to any changes in children's behaviour or family situation. Staff understand the dangers and risks to children from radicalisation or extremist behaviour.

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 make the most of every opportunity to extend children's independence skills, particularly during adult-led activities
- review and develop further the range of opportunities for children to use and extend their imaginative skills through play.

Setting details

Unique reference number	EY456691
Local authority	Essex
Inspection number	10220162
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 5
Total number of places	55
Number of children on roll	62
Name of registered person	Blossoms Nursery Ltd
Registered person unique reference number	RP908968
Telephone number	01279429937 / 07902458685
Date of previous inspection	21 December 2021

Information about this early years setting

Blossoms Nursery Ltd registered in 2012. The nursery employs 13 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 or above. It opens Monday to Friday, all year round, from 7am to 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sue Buckingham

Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of a group activity with the manager.
- The manager showed the inspector documentation to demonstrate 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022