

Inspection of Little Blossoms

15- 18 Skater's Way, Werrington, Peterborough PE4 6NB

Inspection date:

21 February 2023

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's good health and welfare are compromised. Staff do not identify all risks in the environment and take the appropriate action. On the day of the inspection, staff failed to notice that some children were eating whole grapes as part of their lunch, which are identified in government guidance as a choking hazard. In addition, children do not benefit from hygienic meal arrangements and have restricted access to drinks.

Children who attend this nursery do not receive the care and education to which they are entitled. Interactions from staff during children's play, especially in the pre-school, are poor. Staff do not demonstrate that they understand how to promote and extend children's learning. Some staff in this room spend too much time on routine tasks, such as cleaning, rather than engaging directly with the children. Children do not benefit from rich language experiences that help to increase their vocabulary, especially those who speak English as an additional language.

Younger children do not have opportunities to investigate different textures and materials. When they direct their own play, moving resources from one place to another, staff prevent them from doing so. This means children's creativity and exploration is stifled.

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

- Children do not receive high-quality learning experiences. Although staff can give a broad overview of how an activity supports an area of learning, the curriculum is not yet coherently planned and sequenced. Staff consider children's interests but do not give enough focus to individual children's learning needs and how these can be effectively promoted. They do not look closely enough at what a child can do and identify precisely what they need to learn next. This hinders the progress children make in this nursery.
- Children eat food that has been placed directly on a laminated mat on the table that has just been sprayed clean, which does not promote good hygiene as food, such as pieces of sandwich, come into direct contact with it. Children bring their own drinks to nursery, which are generally accessible to them. However, during lunch, children are prevented from accessing a drink until they have eaten the main course of their food. This does not promote children's good health and allow them to control their own fluid intake.
- The key-person system is weak. Staff do not know all the children well enough to ensure they receive the very best level of care and education. For example, in some cases they are unsure of children's first language and what is spoken at home. Staff lack the skills to identify those children who may need further help

and support, especially in their communication and language development.

- Behaviour management of children is poor. Some staff do not have a clear understanding of how to manage children's behaviour effectively. Staff in the pre-school lack empathy when children are upset and do not help them to understand how to manage their emotions and resolve conflicts. They do not always speak to children at their level and often try to manage behaviour from a distance.
- Staff do not provide good enough support for children with special educational needs and/or disabilities to meet their needs consistently. Inexperienced staff who work directly with these children find it difficult to manage children's emotions. Children are prevented from joining in some activities to make it easier for staff to manage.
- The management team is very new to the nursery. They are beginning to build relationships with staff. Managers have identified some areas where the nursery needs to improve. However, at present there are no robust systems in place to coach and support staff in their professional development and monitor the quality of teaching to ensure it is effective for all children.
- Older children are confident to approach staff when needed and toddlers have formed close attachments to the staff who care for them, welcoming cuddles and reassurance. Children form close friendships with each other. They generally play well together and enjoy making up their own play experiences, such as visiting the ice cream shop to buy an ice cream.
- Children demonstrate increasing independence in managing their self-care needs. For example, older children toilet themselves and wash their hands before eating. They put away their belongings in named drawers.
- Parents speak positively about the nursery and the care provided for their child. They feel communication is good. A daily notice board and verbal feedback informs parents about the activities, songs and stories their children participate in.

Safeguarding

The arrangements for safeguarding are not effective.

Staff do not always identify potential safety risks to children in their environment or consistently promote their good health. However, staff do demonstrate a suitable understanding of the nursery's safeguarding procedures. They can identify the signs and symptoms for a wide range of different types of abuse and understand how to report their concerns. Staff undertake regular safeguarding training to keep their knowledge refreshed. Robust procedures are in place to check the suitability of adults working with children.

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
take all reasonable steps to ensure children are not exposed to risks, in particular potential choking hazards, and demonstrate how risks are managed	15/03/2023
ensure key persons engage with parents and/or carers to help support them in promoting their child's good health, with regard to published guidance on safe food preparation	15/03/2023
improve meal arrangements, so that children benefit from good hygienic practices	15/03/2023
improve the organisation of the lunchtime routine, so that children's learning experiences are consistently good, and their needs are met during these times	15/03/2023
ensure fresh drinking water is available to children at all times	15/03/2023
develop the curriculum to ensure that it clearly identifies what it is that all children need to learn, how this reflects their individual needs and offers appropriate challenge, to help them make at least good progress	15/06/2023
ensure that children have rich opportunities to develop their communication and language skills, including those who speak English as an additional language, so that the development of their spoken language firmly underpins all seven areas of learning	29/03/2023
provide effective support, coaching and training to all staff to enable them to develop a clear understanding of their roles and responsibilities and to ensure that they offer quality learning and development experiences for children	15/06/2023

ensure that staff understand and implement the behaviour management policy, so that children's behaviour is managed in an appropriate way	29/03/2023
improve the arrangements in place for children with special educational needs and/or disabilities to ensure they receive tailored care and education that meets their individual needs.	29/03/2023

Setting details

Unique reference number	EY475526
Local authority	Peterborough
Inspection number	10236340
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 4
Total number of places	52
Number of children on roll	35
Name of registered person	Mitchell, Kim
Registered person unique reference number	RP511315
Telephone number	01733685454
Date of previous inspection	6 March 2017

Information about this early years setting

Little Blossoms registered in 2014. The nursery employs eight members of childcare staff. Of these, all staff hold appropriate early years qualifications at level 2 or 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two- and three- and four-year-old children.

Information about this inspection

Inspector

Carly Mooney

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Staff spoke to the inspector during the inspection.
- The manager and the inspector carried out a joint observation.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents and took account of their views.

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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