

# Inspection of Blossoms Day Nursery and The Hive

128-130 St. Margarets Avenue, RUSHDEN, Northamptonshire NN10 9PW

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Inspection date: 4 April 2023

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children are welcomed into this homely nursery by kind, caring staff. Each child is greeted by their key person upon arrival, which supports continuity of care. The staff build strong bonds with the children, helping them feel safe and secure and settle into the nursery with ease. The use of natural and real-life resources creates an environment that sparks children's curiosity and ignites their imagination. Babies are enticed to play and explore. They giggle at the sounds they make as they scrunch and wave foil blankets. Toddlers explore the outside area pouring water through funnels, as staff help them to predict the direction the water will travel.

Children show a positive attitude to learning and are eager to engage in the exciting experiences staff offer within the nursery. Babies explore resources and strengthen their hand muscles as they play with weighted balls. As they use low-level furniture to pull themselves to standing, staff offer them lots of praise and encouragement. Toddlers squeeze and roll play dough, poking in fresh flowers and practising their hand-eye coordination. Outside, staff support pre-school children as they use child-appropriate hammers to crush fresh flowers onto material, to create colourful patterns. They show an understanding of the safety rules, as they remind each other to put on safety gloves before using tools.

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

- The manager and leaders are passionate about the curriculum they implement. Their strong ethos ensures that children benefit from child-led activities, and are well-supported by skilled staff. Learning is continued outside as children have the freedom to make choices about where they spend their time. This supports all children to make good progress through all areas of development.
- Overall, the staff's teaching is good within the nursery. However, some staff do not always support children to build on what they already know. For example, as children look at ways to melt ice, staff do not further enhance their knowledge by explaining why water helps the ice to melt.
- Overall, the staff support children's communication well. They read stories, sing rhymes and talk clearly. During play and conversation, staff model language and extend children's vocabulary. However, staff do not think about how the use of dummies affects children's emerging communication, especially when reading and singing with young children.
- Staff support children's early mathematical skills as part of everyday activities. For example, staff count along as babies stack blocks. During sand play, toddlers are encouraged to compare quantity. Older children look at length as they search for a long pole to reach the shelter roof to retrieve a bean bag.
- Children who have special educational needs and/or disabilities are well supported. They receive good levels of care and specific personal development

plans. Staff make timely referrals and work closely with other professionals and agencies.

- Children's independence is well-supported by the staff. Children are taught effective care routines and how to care for themselves. For instance, toddlers know to put on coats and boots before playing outside. Older children serve their food at mealtimes and learn how to use cutlery. Hygiene practices are promoted by staff, and children develop a good understanding of how germs can cause harm.
- The manager and staff provide additional trips and experiences in the local area to enable children to learn about their community and the world around them. For instance, children visit the local retirement home, collect food for the food bank and take weekly trips to join in forest school activities. In addition, staff help children learn about the animals kept by the nursery. For example they encourage children to explore the eggs laid by the nursery chickens .
- Children's behaviour is good. Staff are positive role models for children. All children learn to share, take turns and play cooperatively.
- Parents feel that the staff's communication is excellent. They praise the knowledgeable staff and appreciate the advice they offer on subjects such as potty training and supporting children's behaviour. Parents recently enjoyed being invited for afternoon tea to join the nursery's Mother's Day celebration. They say that staff are accommodating and caring, which helps children settle in quickly.
- Managers ensure staff knowledge is kept up to date by offering in-house, face-to-face training. In addition staff share and use information from additional training to improve outcomes for children. For example, staff training has led to them improving the learning environment to further support children's awe and wonder. Staff are happy at the nursery and say they are proud of their manager and feel well supported.

## Safeguarding

The arrangements for safeguarding are effective.

Managers ensure that staff's safeguarding knowledge is regularly updated. This helps to ensure that staff have a secure understanding of how to keep children safe. The staff know the signs of abuse and what to do if they have concerns about a child. They are aware of the process to follow if they have concerns about another member of staff. The staff know the roles of the relevant local safeguarding partners and how to contact them. They are aware of children's dietary requirements and use the coloured-plate system at mealtimes. This ensures that the risk of allergic reactions is minimised. The manager reviews accident and incident logs to inform the nursery's risk assessments and to remain alert to potential concerns.

## What does the setting need to do to improve?

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

- develop staff's teaching of communication and language to support young children's speaking skills further
- improve consistency in staff teaching skills to support children to further build on what they already know.

## Setting details

<b>Unique reference number</b>	EY495028
<b>Local authority</b>	North Northamptonshire
<b>Inspection number</b>	10280043
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 11
<b>Total number of places</b>	97
<b>Number of children on roll</b>	217
<b>Name of registered person</b>	Blossoms Childcare Limited
<b>Registered person unique reference number</b>	RP903021
<b>Telephone number</b>	01933 387945
<b>Date of previous inspection</b>	8 August 2017

## Information about this early years setting

Blossoms Day Nursery and The Hive registered in 2016. It is situated in a residential area of the town of Rushden. The nursery opens Monday to Friday, from 7.30am to 6.15pm, all year round. It employs 26 members of childcare staff. Of these, 18 members of staff hold appropriate early years qualifications between level 2 and 6. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Charmaine Cayton

## 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 deputy manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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