

# Inspection of Little Blossoms

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

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Inspection date:

17 August 2023

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Inadequate

## What is it like to attend this early years setting?

### The provision is inadequate

Children at the nursery are not getting the care and education they deserve. Insufficient progress has been made to address all of the weaknesses identified at the last inspection. Children continue to receive poorly planned and implemented learning opportunities. Although there have been some recent improvements in the planning for children's learning, staff do not consistently build on children's skills and previous knowledge. They sit alongside children while they play, with infrequent and mundane interactions. Staff do not extend children's learning or pose questions to help children think critically. Some children, including those who require additional support, go for long periods with no interaction or direction from staff. This has a significant impact on children's communication and language development.

Furthermore, during the inspection, babies spent most of the morning session in the pre-school room without any age-appropriate activities or resources to ignite their interest. Consequently, children do not make sufficient progress in their education. However, children are content at nursery, and staff are kind and caring towards them. Children are beginning to develop a sense of independence. They freely access their water bottles, pour their own drinks, and competently peel and cut their fruit at snack time.

Staff do not manage children's behaviour effectively. Some staff do not always notice when children behave inappropriately and do not help children to learn about the potential consequences of their actions. For example, when children push each other and become too boisterous, staff tell them not to do this, but they do not explain why. This does not help to support children's social and emotional development.

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

- The new manager and provider aspire to improve. They have invested in a variety of staff training to upskill them in their roles and have received continuous support from the local authority. However, despite this, the quality of teaching has not significantly improved, and children receive a poor education. Furthermore, the manager works directly with some of the children and is not given sufficient opportunities to monitor staff's teaching across the nursery and improve practice.
- Generally, parents talk positively about the nursery and say that their children are happy at the setting. However, some report that they are not informed about their children's progress and how they can support their learning and development at home. Similarly, staff do not work with parents to assess children's communication and language development in their home language

and provide limited opportunities for them to develop and use their home language as they play. Therefore, they are unable to identify if children are at risk of falling behind.

- Staff do not provide good enough support for children with special educational needs and/or disabilities (SEND). Staff identify those with possible SEND, but they do not act swiftly to refer children for specialist support or assist families to access relevant services from other agencies, to help close gaps in children's learning.
- Staff read familiar stories and sing songs with children during small-group time. Staff pause for children to join in. However, children's learning becomes disrupted due to staff talking to other children close by and shouting across the room for children to wash their hands. Children become disengaged and lack focus. Consequently, unwanted behaviour unfolds, and children gradually wander off to play elsewhere.
- Children enjoy spending time outdoors, where they get plenty of fresh air and exercise. Staff regularly take children into the community to visit the local park. Children take advantage of the large open space to run and develop their physical skills.
- Staff have developed an allotment at the nursery. They have recently planted potatoes to help children understand where food comes from and what it needs to grow.
- Staff support children's independence well. Children wash their hands before they eat and scrape their plates when they have finished. In addition, staff select a 'helper for the day' to support with daily tasks, such as laying the table for lunch.
- Staff develop the role-play area to support children's interests. For example, staff have recently changed the area into a 'dentist surgery' to help children know what to expect when they visit the dentist.

## Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that all staff benefit from regular safeguarding training to keep their knowledge up to date. They can identify the signs and symptoms of abuse, including issues such as extremist views and beliefs. Staff know the escalation procedure to take should they have any concerns about a child in their care. Following the previous inspection, staff now check children's lunch boxes upon arrival to ensure that fruit is safe and suitable for children to eat. For example, if children bring in whole grapes, staff cut these up prior to children eating them to prevent any possible choking incidents. All staff are first-aid trained.

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

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	<b>Due date</b>
take action to ensure there are opportunities for staff to receive effective coaching to raise the quality of teaching and improve learning experiences for children	18/09/2023
ensure that staff have the necessary skills to help children to learn the boundaries and expectations for their behaviour	18/09/2023
ensure that parents are continually aware of their children's progress and how they can support learning at home	18/09/2023
improve the arrangements in place for children with SEND to ensure they receive tailored care and education that meets their individual needs.	18/09/2023

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
provide opportunities for children who speak English as an additional language to develop and use their home language in play and learning	18/10/2023
develop the curriculum to ensure that it clearly identifies what it is that all children need to learn and ensure that children are engaged in planned, purposeful play that supports their individual needs and interests.	18/10/2023

## Setting details

<b>Unique reference number</b>	EY475526
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10282355
<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 8
<b>Total number of places</b>	52
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Mitchell, Kim
<b>Registered person unique reference number</b>	RP511315
<b>Telephone number</b>	01733685454
<b>Date of previous inspection</b>	21 February 2023

## Information about this early years setting

Little Blossoms registered in 2014 and is located in Werrington, Peterborough. The nursery employs seven 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-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Marie Walker

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The manager gave the inspector a tour of the nursery and discussed how the curriculum is planned and implemented.
- The inspector observed the quality of education, indoors and outdoors, and evaluated the impact on children's learning.
- The inspector carried out a joint observation with the manager to consider the quality of teaching and learning.
- Discussions were held with staff, parents and children at appropriate times throughout the inspection.
- A meeting was held between the inspector, provider and the manager to discuss the running of 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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