

Inspection of Blossom Nursery

10 Nesfield Street, BRADFORD BD1 3ET

Inspection date:

20 September 2023

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|------------------------------|-------------|
| Overall effectiveness | Good |
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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 safe and loving nursery. Leaders and staff plan and provide a range of enriching experiences that extend children's knowledge and understanding of the world. For example, they arrange visits to places such as a tropical animal attraction, the beach and farms. This supports children to find out more about the natural world. Leaders arrange for visits from professionals such as doctors and dentists. This helps children to find out more about people who help them. Staff support children to learn more about their faith. They promote the celebration of religious festivals. Staff speak to children in their home languages, alongside English, and find out keywords that are important to them. This supports children to develop their sense of self.

Staff offer children lots of praise. Children are delighted when they receive a sticker for joining in and trying their best. Even the youngest children in the nursery quickly learn what is expected of them. For example, staff explain to children how to walk sensibly from one area of the nursery to another. They encourage children to help tidy away toys at tidy-up time. Consequently, children's behaviour across the nursery is good.

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

- Staff are enthusiastic and communicate well with children. This ensures that children develop a love of learning and are keen to join in with a range of activities. For example, children learn to recognise numbers as they play an educational game on the computer screen during circle time. Staff check children's understanding. They sensitively support children if they make a mistake. This helps children to grow in confidence when they are learning new skills.
- Children who have attended the nursery for a long time are happy and settled. That said, on the day of the inspection, several new children were attending for settling-in sessions at the same time. Staff work hard to comfort new children. They offer cuddles to help them feel reassured. However, this leaves them little time to provide consistently high levels of support for all children's learning. Furthermore, noise levels in the nursery, such as the doorbell or announcements on the speaker, do not fully support children to feel settled. However, leaders are aware of this and are continuing to review the arrangements for settling in new children.
- Leaders ensure that all staff receive the right training and resources to support children with special educational needs and/or disabilities (SEND). For example, leaders access specialised resources and guides from the local authority. This helps staff to support children with their speech and language development.
- Parents and carers report that their children look forward to attending the

nursery. They say that their children make good progress. The nursery uses an app to share information with parents about their children's learning and development. The app also informs parents of who their child's key person is. However, some parents are still unsure of who the key person is for their child. This does not fully promote the regular two-way flow of information between parents and key persons.

- Staff talk to children about what happens inside their body when they eat food. Children enjoy daily physical activity in the nursery's all-weather outdoor play space. They enjoy the daily routine of brushing their teeth after lunch. This helps them to learn about staying healthy and form good self-care habits as they grow. However, staff do not consistently communicate these messages with parents. Sometimes, children bring unhealthy or inappropriate food items in their lunch boxes. For example, items from home, such as grapes, are not always cut before children eat them. However, staff take action to ensure the safety of food items when this is brought to their attention.
- The passionate and dedicated leaders regularly observe staff's practice. Staff take part in supervision sessions with leaders. They report high levels of well-being. Staff attend regular training to keep their skills and knowledge up to date. Leaders seek external support and guidance from local authority advisers. They continually review the learning environment. This ensures that children continue to receive positive interactions and learning experiences.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are aware of their safeguarding responsibilities. They know that they should stay alert to any signs or changes in a child's welfare. Staff know that concerns should be reported to the designated safeguarding lead. They understand that they can report concerns about adults working in the nursery to the local authority designated officer. The nursery premises are safe and secure. Leaders and staff make sure that external doors remain locked at all times. Staff use electronic fobs to access internal doors. This ensures that children cannot leave the premises and unauthorised persons cannot enter. Leaders follow safer recruitment guidance when employing staff members. This ensures the suitability of staff working in the setting.

What does the setting need to do to improve?

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

- review settling-in routines for new children, taking into account staffing arrangements and background noise, to provide consistently high levels of support for all children
- enhance partnerships with parents to ensure that all parents know who their

child's key person is and improve the two-way flow of information regarding children's learning and development

- strengthen communication with parents to ensure that appropriate items are provided in children's lunch boxes from home.

Setting details

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| Unique reference number | EY424000 |
| Local authority | Bradford |
| Inspection number | 10308337 |
| 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 | 1 to 4 |
| Total number of places | 73 |
| Number of children on roll | 78 |
| Name of registered person | The Children's Hub Ltd |
| Registered person unique reference number | RP530474 |
| Telephone number | 01274299799 |
| Date of previous inspection | 7 March 2018 |

Information about this early years setting

Blossom Nursery registered in 2011 and is located in Bradford. The nursery employs 10 members of childcare staff, of which two hold an appropriate early years qualification at level 2 and eight at level 3. The nursery opens from Monday to Friday, all year round, except for the last two weeks of August. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Samantha Lambert

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, registered provider and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the registered provider and manager about the leadership and management of the setting.
- The manager spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- Parents shared their views on the setting with the inspector.
- 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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