

Inspection of Blooming Kids

Blooming Kids, The Wellington Centre, Winchester Road, Andover SP10 2EG

Inspection date: 27 September 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

Friendly staff greet children when they arrive at the setting. This makes children feel welcome and gives them a sense of belonging. Staff are caring and sensitively soothe the youngest children. They ensure that they are available to meet their emotional needs, and the children go to them for comfort.

Staff respect and value the children as individuals. They encourage children to be helpful to each other and generously praise their positive behaviour. This creates an environment of respect. Children are polite and demonstrate friendly behaviour towards each other. For instance, staff ask children to put their shoes on before they go outside. Children notice when their friends need help to do this. They offer support and help their friends to put their shoes on their feet. When praised for this by staff, they show a sense of pride in their kind behaviour.

Staff ensure the children have daily access to the garden. They set the garden up with a range of activities that support children's learning in all areas. Children love being outdoors in the fresh air and move around with pleasure and confidence. With meaningful interactions from staff, the children are encouraged to be imaginative during their play. For example, children pretend to sell ice creams to each other. Staff share their enthusiasm and pretend to hold and lick the ice creams. They encourage back-and-forth interactions about what their favourite ice cream is. Children engage in make-believe play by pretending, and their communication and language skills are supported well.

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

- The curriculum is well considered to support children in specific areas that need to be addressed at that time. This means children progress in line with their abilities and move forward in their development. Staff plan activities that are centred around the children's interests and that support the curriculum intent. Children become active in their learning; they show curiosity and find out by exploring.
- Children with special educational needs and/or disabilities (SEND) are supported well. The special educational needs coordinator (SENCo) and staff know the children well and know how best to support them. They work together with parents and devise tailored plans to support the children's individual needs. Furthermore, activities are planned and adapted, where necessary, to ensure that all children are included. This means children with SEND make good progress in their learning.
- Children follow routine hygiene practices. They wash their hands before meals and after using the toilet. Some children cover their mouths when coughing and use tissues to wipe their noses independently. However, not all staff are

consistent when reinforcing self-care skills. Therefore, hygiene performance and practices are not fully promoted for children. This does not support children's understanding of what keeps them healthy and well.

- Children are active in their learning and enthusiastic about joining in with activities. For example, they become engrossed when exploring what happens when they mix different ingredients together to make 'puffy paint'. Staff support the children's learning and ask them thought-provoking questions. However, at times, staff do not give children enough time to respond and develop ideas for themselves. This does not fully support and challenge their thinking skills further.
- Managers are committed to continually improving the setting for staff, children and their families. Staff supervision is regular, and they express that they feel well supported. Staff have opportunities to enhance their learning and develop their skills by attending training. Managers ensure that staff well-being is a priority, and they seek to continually strengthen the workforce. This creates a culture of mutual respect and teamwork, and it positively impacts on the care and education that the children receive.
- Managers and staff complete daily risk assessment checks in the indoor and outdoor environment. They encourage children to notice and identify risks for themselves. For example, children delight when making towers using large wooden blocks. Staff discuss the risks with children when sitting on the floor around the tall towers. They decide to stand up when building the tower to ensure they can quickly move out of the way if it falls. This gives children healthy foundations for risk assessment and problem-solving.
- Parents are complimentary about staff. They express that they feel that staff know their children well and support their care and education effectively. Strong parent partnership helps children make good progress in their learning and transition well between home and the setting.

Safeguarding

The arrangements for safeguarding are effective.

Managers have systems in place to ensure that staff fully understand their roles and responsibilities to protect children's well-being and keep them safe. Staff have demonstrated that they would act accordingly to safeguard concerns in line with their policy and procedure. They are vigilant for signs and indicators that could suggest a child is suffering from harm, and they would report these without delay. Staff can clearly explain the fire evacuation procedure to ensure children and staff exit the building as safely and swiftly as possible. Keeping children safe from harm is of the utmost importance to the managers and staff.

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 develop a more consistent approach to helping children learn about and follow good hygiene processes, to further improve their self-care skills
- strengthen staff's skills in recognising when children need more time to process information and develop ideas for themselves.

Setting details

Unique reference number	EY554032
Local authority	Hampshire
Inspection number	10284903
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 8
Total number of places	22
Number of children on roll	37
Name of registered person	Blooming Kids Ltd
Registered person unique reference number	RP554031
Telephone number	07816617627
Date of previous inspection	28 October 2021

Information about this early years setting

Blooming Kids is located within the Wellington centre, in Andover, Hampshire. The nursery is open Monday to Friday, from 8am until 6pm, throughout the year. There are eight staff employed to work with the children, five of whom hold early years qualifications at least at level 3. The nursery receives funding for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector
Kelley Ellis

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager, manager and inspector completed a learning walk of all areas of the nursery and discussed the early years curriculum.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the interactions between staff and children.

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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