

Inspection of Blossom and Bloom Day Nursery

The Villages Children & Family Centre, Yapton Youth Centre, Main Road, Yapton, Arundel BN18 0ET

Inspection date:

6 November 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The atmosphere in the nursery is positive. Staff are friendly and interact warmly with children. The arrangements to promote children's safety and well-being are effective, but there are inconsistencies in the quality of education. Although all children make progress in their learning and development, this is not always fully coordinated or supported effectively.

Older children are generally enthusiastic to join in activities and have fun as they play with their friends. For example, staff know that they love to dance, and provide opportunities throughout the day. However, some adult-led activities are not planned well enough to maintain children's interest. In addition, some older children are less confident than others at creating their own games. Staff are not always prompt to identify when to intervene to support these children. Therefore, while most children play happily through the day, others are less well engaged.

Babies are happy and enjoy the cuddles they receive from staff. However, the organisation of space and resources in their room is not fully effective in supporting their learning and development.

Children benefit from good support to understand how to develop their social skills and to understand how to behave. They form friendships and learn to play cooperatively. Staff communicate with each other well to provide consistent support for individual children to learn to understand and regulate their emotions.

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

- The provider recognises the strong practice in the nursery but is also aware that there are areas for improvement. She has recently been focusing on managing changes in the organisation, including changes in the staff team. This has prevented her from closely monitoring the quality of the early years curriculum. Some staff are confident at providing activities that children enjoy. However, overall, planning is not consistently targeted as effectively as possible at children's specific learning needs.
- The provider has successfully established a team of staff who are motivated and who work well together. However, arrangements to supervise and mentor staff are not fully established. There are gaps in the skills and knowledge of some staff, which contribute to the inconsistency in the overall quality of teaching.
- Recent changes to the organisation of the indoor environment have benefitted pre-school children but have been less positive for babies. Staff make good use of the pre-school room to enable children concentrate on planned activities and on their favourite chosen activities, such as role play. However, the baby room is less well thought out. Although babies enjoy exploring the toys set out, the

selection is limited. In addition, the background noise of a radio does not support staff to promote these youngest children's communication and language.

- There are coordinated and secure arrangements to support children with special educational needs and/or disabilities to progress well. The provider and manager work with parents to identify where individual children may need additional support and make referrals to relevant professionals. All staff are aware of children who are receiving tailored intervention and adapt their interactions effectively.
- All children are assigned a key person, who takes the lead in assessing their interests and overseeing the progress they make in their learning and development. However, children's care needs, such as nappy changing, are generally addressed on a rota system. Although children do not become distressed or concerned during these times, this does not support them to form strong, settled relationships with a special, trusted carer.
- Staff are skilled at promoting children's physical development, particularly for the oldest children. The provider also buys in the services of specialists to lead activities, such as using balance bikes. Children concentrate well as they develop their coordination and follow instructions. Although space in the baby room is limited, staff understand how to encourage children's developing mobility. They place items to encourage babies to reach and crawl, and offer support to those who are beginning to stand.
- Staff provide children with genuine praise for their efforts as well as their achievements. For example, staff notice when children are concentrating and trying new things. They also respond enthusiastically when children approach them excitedly to share what they have been doing. This helps children to develop their self-confidence.

Safeguarding

The arrangements for safeguarding are effective.

All staff understand how to recognise the signs that may indicate a child is at risk. The provider has a secure understanding of the procedures for referring concerns to the relevant professionals. This includes the process to follow should a concern be raised about a member of staff. She shares this information with the managers and staff team. New staff receive an induction, which includes becoming familiar with the child protection policy.

What does the setting need to do to improve?

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

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| | Due date |
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| devise an ambitious curriculum that is understood and consistently implemented by all staff | 04/12/2023 |
| implement effective arrangements to provide the specific support, coaching and training needed to enable each individual staff member to develop their skills and knowledge. | 04/12/2023 |

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

- review and improve the organisation of the learning environments to support children's learning and enjoyment more effectively
- strengthen the key-person system to enable children to benefit from settled relationships with staff that know them well.

Setting details

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| Unique reference number | 2699855 |
| Local authority | West Sussex |
| Inspection number | 10317681 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 4 |
| Total number of places | 33 |
| Number of children on roll | 68 |
| Name of registered person | Potter's House Preschool Limited |
| Registered person unique reference number | 2634342 |
| Telephone number | 07494785460 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Blossom and Bloom Day Nursery registered in 2022. It is located Yapton, West Sussex. The nursery is open Monday to Friday, from 8am to 6pm, all year. It receives funding for free early education sessions for children aged two, three and four years. The nursery employs eight staff, all of whom hold relevant qualifications at level 3 and level 2.

Information about this inspection

Inspector
Liz Caluori

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector observed the interaction of staff and children during a range of activities, indoors and out.
- The inspector spoke with the provider and manager about the effectiveness of the teaching taking place.
- A selection of relevant documentation was received.
- The inspector spoke with staff, parents and children at appropriate times throughout the inspection.
- The manager led the inspector on a learning walk around the nursery and discussed the arrangements to support children's learning and development.

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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