

# Inspection of Little Blossoms Jennetts Park

Scout Building, Ringmead (Opposite a road called Wheatley), BRACKNELL,  
Berkshire RG12 8UF

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Inspection date: 7 December 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 arrive happy and ready to start their day. Staff are welcoming and enthusiastic about seeing the children. This helps children to settle in well, and they demonstrate a sense of belonging. Staff create an environment that is inviting and supports the children's interests. They plan thoughtful activities that they know children will enjoy and that support their learning. For example, staff encourage children to wrap empty boxes up using Christmas wrapping paper. Children are excited and discuss with staff the pictures that they see on the paper. Staff engage the children and give them separate jobs to help each other. It is a team effort, and children are praised for their help and positive behaviour. Children gain good social skills as they work together to achieve a shared goal.

Children love being in the fresh air in the outdoor environment. Staff play with the children and encourage their explorations. For instance, staff and children discuss the changes that happen to the texture of the soil when they add water. They mix this together using a spoon. Staff give the children words to describe the change of texture, such as 'gloopy' and 'sticky'. They elaborate on this as they talk about the mud sticking to their spoons. This supports children's communication and language skills, and they make connections between their thoughts and experiences.

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

- The manager has constructed a curriculum that supports the children's current needs. Staff understand what it is they are teaching children and are enthusiastic when encouraging children to take part in activities. Activities are well thought out and consider the child's current age and stage of development. Children make progress in line with their abilities. Staff carefully consider what they want children to learn and set goals that are achievable. Children benefit from being in a good learning environment where they can develop and build on their skills.
- Staff reinforce appropriate rules and boundaries for the children to follow. They listen to what the children say and value their thoughts and opinions. In turn, the children show respect for staff and follow their instructions and directions. For example, staff blow a whistle to alert the children that there is a change in the routine. Children tidy the toys and activities away and help staff to prepare for the next stage of the day. Staff praise the children generously. Children have a sense of achievement. They know what is expected of them, and they are proud of themselves.
- The provision for children with special educational needs and/or disabilities (SEND) is good. Managers and staff work in partnership with parents and external partners to ensure that children are receiving good-quality support. Children have individual support plans with specific targets that are achievable

and support them in intended areas. The special educational needs coordinator (SENCo) is passionate about her role. She supports staff effectively, and they work in unison when adapting activities to ensure that all children are included. Children with additional needs receive the support they need and make good progress.

- Children respond well to staff as they encourage them to follow good hygiene practice within their daily routine. For instance, children wash their hands after engaging in messy play, using the toilet, and before mealtimes. Some staff members support children to develop good self-care skills. They encourage them to wipe their noses, cover their mouths when coughing, and wash their hands afterward. However, not all staff are consistent when reinforcing the processes that help children learn self-care skills, understand good hygiene practice and limit the spread of germs.
- The manager has established a strong team with a shared vision of delivering quality care, learning, and support for children and their families. The manager is passionate about her role and strives for continual improvement. Staff report that they feel fully supported by the management team. They receive one-to-one support to discuss areas for continuous development and are encouraged to make progress. Strong communication and values mean that children receive the support they need to succeed in their learning.
- Parent partnership working is strong. Managers and staff value parents as partners in their children's learning and care. Staff ensure that parents are kept up to date with their child's progress and development. Consistency in working together with parents provides positive outcomes for children.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have established a strong safeguarding culture in which children are put first. They have a secure understanding of their roles, responsibilities and the safeguarding and welfare requirements. Staff are vigilant in being alert to possible signs and indicators that could suggest that a child is suffering from harm. They understand the importance of acting swiftly to ensure concerns are highlighted and reported at the earliest opportunity to protect the child's safety and welfare. Staff demonstrate their understanding of their responsibility to protect the children in all areas. This includes deploying themselves effectively to ensure that children are well supervised, and when practising emergency evacuation processes.

## 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 reinforce hygiene routines more consistently and help children to

become more independent in meeting their personal care needs.

## Setting details

<b>Unique reference number</b>	EY492851
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10304994
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 5
<b>Total number of places</b>	42
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Little Blossom's Childcare Limited
<b>Registered person unique reference number</b>	RP901321
<b>Telephone number</b>	07708334069
<b>Date of previous inspection</b>	7 February 2018

## Information about this early years setting

Little Blossoms Jennetts Park is an existing provision that re-registered on its current site in 2016. It is one of three privately owned provisions and is located in Bracknell, Berkshire. The provision is open each weekday, from 8.30am to 3.30pm, during term time only. Funding is accepted for the provision of early education for children aged two, three and four years. There are six members of staff, five of whom hold childcare qualifications, and the manager holds a level 5 qualification.

## 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 provider and has taken that into account in their evaluation of the nursery.
- 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 joint observations of a group activity with the manager.
- Children communicated with the inspector during the inspection.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector spoke with the manager about the leadership and management of the setting.

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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