

# Inspection of Little Blossoms Nursery

4 Whittam Avenue, Blackpool, Lancashire FY4 4BU

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Inspection date: 31 October 2019

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Parents praise the manager and staff for providing a calm and friendly environment and helping children to settle in well. They say that staff provide helpful ideas to support children's learning and development. For example, they are happy with the suggestions to promote children's bedtime routines and behaviour strategies. This has helped the children to understand expectations and to improve their behaviour.

On the whole, staff have high expectations for children and provide a variety of experiences that they may not have access to at home. Children enjoy taking part in walks to the shops and visits to other parts of the community, including trips to see the Blackpool illuminations, firework championships and air shows. Children are offered a varied menu and experience different tastes such as chicken curry, sweet and sour and chilli con carne. These opportunities help older children to learn about the world around them.

Children arrive with enthusiasm and excitement. They develop strong bonds with the staff and respond positively to the warm cuddles offered to them. Children show that they feel safe and secure and thoroughly enjoy their time at the nursery. They are active and enthusiastic learners and are keen to join in the activities offered.

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

- The manager provides staff with ongoing training to help them develop their knowledge. However, she does not fully review the quality of practice and ensure that that it is consistently improving. This is particularly with regard to the support for babies and younger children to develop their early language and communication skills.
- The manager and staff promote positive partnership working with parents and other professionals. This helps ensure that a consistent approach is used to help most children to make good progress and develop the skills they need to promote future learning.
- On the whole, staff provide children with good levels of challenge. For example, they ask older children to guess whether the different-sized pumpkins sound the same when tapped. However, particularly during busy periods, staff in the baby and toddler rooms do not maximise opportunities to provide children with consistently challenging experiences. They do not make the most of opportunities for children to be fully engaged and involved in their learning.
- Staff encourage children to remember past experiences and events and build on what they already know. For example, children talk about fruit decaying and changes that occur over time. Children are inquisitive and curious and are developing the key skills and attitudes, ready for school.

- Children enjoy being physically active and develop good control and coordination as they participate in the music and dance sessions. They have plenty of opportunities for mark making and developing the skills for early writing. Babies have space to crawl around. They gain confidence as they pull themselves to standing and practise walking.
- Staff promote children's mathematics skills well. For example, children notice and name the numbers on the clock. They collect leaves and observe the different shapes, colours and sizes, then match them to the trees they fell from.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a confident knowledge of how to recognise any concerns that a child is being abused. They know the relevant safeguarding procedures to follow, to keep children safe. Staff share information with parents to help them keep children safe at home. For example, they provide information to promote safer sleeping. Staff encourage children to learn how to play safely and handle toys and equipment with care. Staff regularly check the environment so that children are safe and secure.

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

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

- improve training and performance management to better identify staff needs and to focus training on excellent teaching, especially for babies' communication
- make the most of all opportunities to challenge children's learning throughout the day, particularly during busy times, so that all babies are fully engaged and involved, and to help older children to be fully challenged in their learning.

## Setting details

<b>Unique reference number</b>	2521146
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	10128803
<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</b>	0 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	Little Blossoms Nursery Limited
<b>Registered person unique reference number</b>	2521145
<b>Telephone number</b>	07792358561
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Blossoms Nursery registered in 2019. The nursery employs 17 members of childcare staff. Of these, 12 hold appropriate early years qualifications to at least level 3, including two at level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm and there is also a creche on Saturdays from 9am until 2pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Cath Palser

## Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- A tour of the setting and joint observation took place with the manager to understand how the early years provision and the curriculum are organised.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

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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