

Inspection of Baby Blossoms Nursery

Baby Blossoms Nursery, Park Hill Road, Garstang, Preston PR3 1EL

Inspection date:

12 March 2025

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 nursery has previously had some staff changes. This has led to some inconsistencies in children's experiences. These changes have meant that the key-person system has not been consistently implemented. This has also meant that children with special educational needs and/or disabilities (SEND) have not always had timely access to effective support. The provider has clear plans in place to foster sound leadership, staffing and improvements going forward.

Staff work hard to ensure that children enjoy their time at nursery. Babies are sensitively supported to become familiar with staff and the nursery. Staff cuddle and reassure babies who are new to nursery, for instance. Children become familiar with the routines at nursery, which help them to feel secure as they know what comes next in their day.

Children gain confidence in their independence skills and generally enjoy their play and learning. Children enjoy a broad range of experiences the staff plan, such as walks in the local area and learning some Spanish words and songs in a music group. Staff are good role models for children and help them to understand expectations. For example, staff remind children to be kind to their friends. Children make progress towards the next stage of their learning and life.

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

- Staff changes mean that children have not always had consistency in their care and learning from key staff who know them well. This means that children's individual next steps are not always promoted to support their good progress.
- Staff monitor and assess children's learning, identifying gaps and potential SEND. However, support to close these gaps and collaborative working with outside agencies is not consistently accessed. This does not support all children's learning effectively to help them make good progress.
- The provider has a clear vision for the nursery and sound intents for children's learning. Although there are systems in place to help staff plan for children's learning, these are not well embedded. Staff plan activities that children enjoy. However, children's individual next steps in learning are not used with sufficient focus to inform planning and help them build consistently on what they know and can do.
- Staff promote children's communication and language skills well. Staff model a wide range of vocabulary and give children lots of opportunities to hear and practise speech. Staff also use some signs and pictures to support pre-verbal children to communicate. Children delight in learning and using some Spanish words during music sessions. Children are generally confident in their communications.

- Staff promote a love of books as they read to children through the day. Children gather around members of staff as they read in an engaging and expressive manner. Babies become familiar with books and enjoy turning the pages. Children pay attention and answer questions when staff pause to check their understanding. Children develop engagement and familiarity with books and stories.
- A key focus at the nursery is to support children's developing independence. Children happily demonstrate how they have learned to put on their own coats. They also help to clear up their own plates after lunch. Children learn to sit together for meals, developing their social skills. They learn and practise important life skills.
- Children learn about their local area and community on regular outings. They learn about different cultures and communities through books and discussions. Children learn how they are each unique and begin to develop their understanding of the world.
- The provider is committed to fostering sound relationships with parents. Staff offer regular feedback to parents about their children's day. Parents report that they feel their voices and opinions are heard and considered by the provider. This helps to support children's learning in a holistic manner.
- The provider values staff's opinions and their contributions to the team. Staff well-being is thoughtfully considered. Staff have opportunities for professional development and training is targeted to enhance staff's practice and children's learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

	Due date
implement an effective key-person system to ensure a consistent experience for all children that supports their individual needs effectively	02/04/2025
implement effective and timely support for children with SEND to support them to make good progress from their individual starting points.	02/04/2025

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

- support staff to consistently implement the curriculum effectively with a focus on children's individual next steps.

Setting details

Unique reference number	2705164
Local authority	Lancashire
Inspection number	10388908
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	39
Number of children on roll	62
Name of registered person	Baby Blossoms Nursery Ltd
Registered person unique reference number	2705162
Telephone number	07563882492
Date of previous inspection	Not applicable

Information about this early years setting

Baby Blossoms Nursery registered in 2022 and is located in Garstang. The nursery employs eleven members of childcare staff, seven of whom hold a relevant qualification at level 3. The nursery opens from Monday to Friday all year round from 7.30am until 6pm. The nursery offers government funded places for childcare and early education.

Information about this inspection

Inspector
Amy Johnson

Inspection activities

- The inspector viewed the provision and discussed the early years curriculum along with the safety and suitability of the premises.
- Children and staff spoke to the inspector throughout the inspection.
- Parents shared their views with the inspector.
- The inspector spoke with the nominated individual about the leadership and management 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 group activities with the manager.
- 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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