

# Inspection of Bliss Childcare And Nursery School

Southfields Methodist Church, 423 Durnsford Road, London, Surrey SW19 8EE

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Inspection date: 30 January 2023

<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	Inadequate

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

### The provision is good

Children are happy and settled at the nursery. There are high expectations for all children attending the nursery. Babies receive lots of cuddles of reassurance which help them to build their confidence ready to try new experiences. Babies explore when playing with rice. They learn how to handle different-sized containers, emptying and filling them. Babies learn how to problem-solve when moving rice between the containers. Younger children demonstrate what they have been taught by staff, such as how to walk downstairs safely. They expertly hold onto the railings and extend their physical development as they learn how to use the stairs.

Older children practise their emerging literacy development. They learn how to write 'rabbit' in Chinese and English. Older children learn new skills using balance boards. They learn how to move safely across the obstacle course, moving their bodies in new ways. Children show great interest in learning about their own emotions. They use mirrors to look at how they are feeling, such as happy or sad. Children also talk with staff about the faces on stones and how they feel about these. This helps children to learn about their own behaviour and the impact it has on others.

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

- Leaders have made significant progress since the last inspection. The new manager has high expectations for children and this is matched by staff. Staff implement the curriculum successfully to help children to progress with their learning and development.
- Staff in the baby room are not always consistent in supporting babies to learn to independently choose where they wish to play.
- All staff are consistent in teaching children about the importance of turn-taking and listening to their peers. Children are all highly mindful of each other and behave extremely well.
- Staff plan and implement a well-thought-out curriculum that is based around children's interests and next steps in learning. Children make good progress from their starting points in development.
- At times, staff in the older children's rooms do not fully evaluate the impact of group sizes, and the times which children spend sitting down, on children's learning.
- Staff are empowered to make positive changes to the nursery. They evaluate the quality of resources, children's interests and equipment to help to support the progress of children's learning.
- Parents state how the nursery has improved since the last inspection. They praise the new management and all the staff for the changes they have made. Parents comment positively on the safety changes to the nursery which help

them to feel safer leaving their children at the nursery.

- The new key-person system has enabled all staff to know children's next steps of learning. Staff effectively manage activities to make sure that all abilities of children are able to progress and learn from them.
- Safe staff recruitment is now in place. Leaders ensure that all staff have their suitability reviewed on an ongoing basis. This helps to keep children safe.
- Children learn to recognise key words and start to write their names. Staff successfully help children to learn letter sounds and the spelling of key words. This helps to extend children's literacy development.
- Staff teach self-help skills to all children. Children learn how to serve their own meals and clean their faces after food. They are skilled in washing their hands. This all helps to prepare children for their next stage of their learning and subsequent move on to school.
- Staff now work well in partnership with parents. They regularly share children's next steps in learning and the progress which they make. Parents also share family news and their children's interests. This helps staff to tailor activities to meet children's individual needs and provide continuity of care for all children.
- Children are highly confident learners. They readily approach staff for help, support and guidance. Staff listen intently to children's needs and support them well to settle. This helps to build on children's self-esteem.

## Safeguarding

The arrangements for safeguarding are effective.

Children play in a safe learning environment. Risk assessments are effective, as staff keep the resources safe for children. New locks have been placed on doors, stopping children directly accessing the foyer and front door. Staff have a clear understanding of safeguarding and any signs or symptoms of abuse and neglect. They understand local safeguarding trends and who to report any concerns to. There are clear mealtime procedures for children with allergies which are understood by staff and are taught well to children. This all helps to keep children safe from harm and neglect.

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

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

- broaden opportunities for babies to independently explore and choose their own activities
- support staff to identify how to meet children's needs during group times.

## Setting details

<b>Unique reference number</b>	2557636
<b>Local authority</b>	Merton
<b>Inspection number</b>	10254380
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	49
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Khan, Zahida
<b>Registered person unique reference number</b>	RP909507
<b>Telephone number</b>	
<b>Date of previous inspection</b>	3 August 2022

## Information about this early years setting

Bliss Childcare And Nursery School registered in 2019 and is located in the London Borough of Merton. It is one of three private nurseries owned by the provider. The nursery opens all year round from 7.30am to 6.30pm, Monday to Friday. Seventeen staff work directly with children. Of these, five staff, including the manager, hold qualifications at level 3. The nursery also employs a chef. It receives funding to provide early education places for children aged three and four years.

## Information about this inspection

**Inspector**  
Rebecca Hurst

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The new manager and interim manager completed the learning walk, discussing the early years curriculum and the learning implementation of this by staff.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector gathered the views of the parents.
- The inspector carried out a joint observation with the new manager.
- The inspector reviewed relevant documentation and the evidence of 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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