

Mini Moos At Churchfields Day Nursery Operated By Blooming Imaginations LTD

Unique reference number (URN): 2742932

Address: The Old Dairy, Churchfields Farm, Salwarpe, Droitwich, WR9 0AH

Type: Childcare on non-domestic premises

Registered with Ofsted: 29/08/2023

Registers: EYR

Registered person: Blooming Imaginations LTD

Inspection report: 3 June 2026

Exceptional

Strong standard

Expected standard



Needs attention

Urgent improvement

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Children make steady progress from their starting points. However, variations in the quality of teaching mean that children do not always make as much progress as they could from their starting points.

Children develop communication skills through stories, songs and conversations during play and daily routines. They use language to express their needs, share ideas and interact with others. Children enjoy exploring books, joining in with familiar songs and taking part in imaginative play.

Children develop mathematical understanding as they count, explore numbers and use language, such as 'big' and 'small'. They develop early writing skills through drawing, painting and making marks for a purpose. Children develop physical skills through outdoor play, sensory experiences, farm visits and opportunities to explore the environment. They build confidence as they climb, balance, run and investigate different materials and textures.

Children are curious and motivated learners who enjoy exploring and extending their own play ideas. They develop increasing independence throughout the day. Children persevere as they try to put their outdoor footwear on. They feed themselves and help manage daily routines. Overall, children develop the knowledge, skills and confidence needed for the next stage in their learning.

Behaviour, attitudes and establishing routines

Expected standard 

Staff provide a caring environment where children build warm relationships with familiar adults. Children are happy, settled and emotionally secure. Staff support children sensitively during routines and transitions, helping them feel safe and develop a sense of belonging.

Attendance is monitored appropriately, and staff follow up children's absence to help ensure children remain safe and benefit from the experiences on offer.

Children generally behave well and respond positively to staff. They are eager to play, engage well in activities and demonstrate positive attitudes towards learning. Children enjoy exploring resources, follow their interests and learn alongside their friends. They are developing independence as they put on their boots for outdoor play. Some children help tidy away resources and manage aspects of their self-care.

Staff support children to share, take turns and develop positive relationships with others. Children are kind to one another and generally understand what is expected of them. However, routines and expectations are not always applied consistently by all staff. As a result, children do not always receive enough support to develop independence and take responsibility for their own belongings and actions. This means opportunities to further promote children's understanding of hygiene routines and personal responsibility are sometimes missed.

Overall, children are confident and motivated learners who enjoy their time at the nursery and play positively alongside their friends.

Children's welfare and wellbeing

Expected standard 

Staff provide a caring and nurturing environment where children feel safe, secure and well cared for. Staff know children well and respond sensitively to their individual care and emotional needs. Children build warm relationships with staff and confidently seek reassurance and support from familiar adults when needed.

Children's emotional wellbeing is supported through familiar routines and positive interactions. Settling-in arrangements are adapted to meet children's individual needs, and staff work closely with parents to help children feel secure. Children with special educational needs and/or disabilities receive appropriate support, and staff work with parents and other professionals where needed to help reduce barriers to learning and wellbeing.

Children enjoy healthy meals and snacks provided by the nursery. They have opportunities to be physically active indoors and outdoors. Babies and young children benefit from effective sleep arrangements. Staff provide comfortable spaces for children to rest. They follow safer sleeping guidance and regularly monitor sleeping children to ensure they are safe and well. However, staff do not consistently use mealtimes and daily routines to reinforce good hygiene practice or help children understand the importance of healthy eating.

Overall, children's welfare and wellbeing are supported appropriately, and children demonstrate that they feel safe, secure and valued within the nursery.

Curriculum and teaching

Expected standard 

Leaders provide a broad curriculum that supports children's learning and development across the areas of learning. Children enjoy a range of indoor and outdoor experiences, including sensory play, role play, creative activities, stories, visits to the farm and

opportunities to explore the natural world. Staff plan activities around children's interests and provide experiences that children enjoy and engage with.

Staff use stories, songs and conversations to support children's communication and language. They introduce mathematical language during play and encourage children to explore, investigate and make independent choices. Staff build warm relationships with children and generally support their engagement and participation in activities. However, staff do not consistently demonstrate a clear understanding of what children are intended to learn. As a result, activities are sometimes overly complicated and not sufficiently matched to children's age and stage of development. Although children are engaged and enjoy the experiences provided, teaching is not always focused sharply enough on what children need to learn next. Staff do not consistently adapt their teaching to build on children's existing knowledge and skills. Consequently, opportunities to extend children's learning and deepen their understanding are sometimes missed. Leaders have begun to strengthen professional development to support staff knowledge and skills. However, these improvements are at an early stage and have not yet resulted in consistently effective teaching across the nursery.

Inclusion

Expected standard 

Leaders and staff demonstrate a positive approach to inclusion and work closely with families to help children feel welcomed, valued and supported. Staff know children and their families well and gather information on induction about children's backgrounds, interests, routines and development. Settling-in arrangements are adapted where needed to help children feel safe and secure. Staff identify children who may need additional support and work closely with parents to understand and respond to their individual needs.

Children with special educational needs and/or disabilities receive targeted support to help them access the curriculum and take part in nursery life alongside their friends. Staff work with parents and other professionals to seek advice, share information and implement appropriate support. Any additional funding the nursery receives is used to provide targeted support for individual children. Leaders recognise when children or families may need additional help and work with other agencies where appropriate.

Children are supported to overcome barriers to learning and wellbeing. However, children's next steps are often too broad and not sufficiently precise. As a result, teaching and support are not always sharply focused on the small steps children need to learn next. This means some children do not always receive the most targeted support to help them make the best possible progress.

Leadership and governance

Expected standard 

Leaders are dedicated to their roles and are committed to providing a welcoming and inclusive environment for children and their families. They are committed to building a positive and retained staff team. Leaders want the best for the children and families who attend the nursery. They are reflective and regularly look for ways to improve the service they provide. Following a recent expansion of the nursery, leaders have experienced staffing challenges and recruitment difficulties and, as a result, staff sometimes work across different rooms to help maintain appropriate staffing arrangements. Although this helps staff get to

know children across the nursery and supports children's transitions between rooms, it results in practice that is not always consistent.

Leaders have appropriate systems in place to oversee the nursery and work closely with parents and other professionals to support children who face barriers to learning and wellbeing. Parents speak positively about the nursery and describe leaders as approachable, visible and supportive.

Leaders place importance on staff wellbeing. Staff speak positively about leaders and feel well supported in their roles. Regular supervision meetings, appraisals and staff meetings take place. Leaders provide staff with access to online and in-house training opportunities. Leaders are approachable and provide support to staff when needed.

Leaders recognise some areas of practice they would like to strengthen further and have begun to take steps to address these. For example, they have recently introduced a revised curriculum to support staff's understanding of children's learning and development. However, these developments are at an early stage, and leaders do not yet monitor the quality of teaching sharply enough to ensure practice is consistently effective across the nursery. As a result, improvements to teaching are not yet fully embedded, and some opportunities to promote children's learning and wellbeing are missed.

What it's like to be a child at this setting

Children are happy, settled and emotionally secure within this welcoming nursery. They build positive relationships with caring staff who know them well and respond sensitively to their individual needs. Babies and young children confidently seek reassurance from familiar adults, while older children move independently between activities and routines. Children benefit from positive relationships that help them feel safe, develop a sense of belonging and build confidence.

Children enjoy a range of indoor and outdoor experiences. Babies and young children enjoy sensory play, stories, songs, painting and physical play. They explore coloured pasta, investigate different textures, roll balls with staff and delight in exploring the world around them. Older children engage in role play, creative activities, visits to the farm and opportunities to learn about animals and nature. They use their imagination as they dress up and pretend to go to work. Children create artwork and explore small-world resources. They engage well in activities and demonstrate positive attitudes to learning as they explore, investigate and follow their interests.

Children make progress from their starting points. They increasingly use language to express their needs, share ideas and interact with others. Children begin to develop mathematical understanding as they count, explore numbers and use language such as 'big' and 'small' during play. They develop early writing skills through drawing, painting and making marks for a purpose. Children develop independence as they try to put on their wellingtons for outdoor play, help tidy away resources, feed themselves and manage daily routines. Children with special educational needs and/or disabilities receive appropriate support, and staff work closely with parents and other professionals where needed. Babies and young children rest and sleep peacefully in comfortable surroundings. Overall, children benefit from inclusive practice and a range of experiences that help prepare them for the next stage in their learning.

Next steps

- Leaders should continue to strengthen professional development so that staff have a secure understanding of what children are intended to learn and teaching is consistently effective across the nursery.
 - Leaders should ensure children's next steps are more precise and measurable so that teaching builds on what children already know and can do.
 - Leaders should further strengthen how staff promote healthy lifestyles and good hygiene practices through daily routines and experiences.
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About this inspection

The inspector spoke with leaders, practitioners, the special educational needs coordinator, parents and children during the inspection.

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.

Inspector:

Tina Smith

About this setting

Unique reference number (URN): 2742932

Address:

The Old Dairy
Churchfields Farm, Salwarpe
Droitwich
WR9 0AH

Type: Childcare on non-domestic premises

Registration date: 29/08/2023

Registered person: Blooming Imaginations LTD

Register(s): EYR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 07:30 - 18:00

Local authority: Worcestershire

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 3 June 2026

Children numbers

Age range of children at the time of inspection

0 to 4

Total number of places

56

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard 

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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