

Little Blossoms Childcare Holly Springs

Hollyspring Junior & Infant School, Lily Hill Road, BRACKNELL, Berkshire, RG12 2SW

Inspection date	08/07/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- All children make good, and in most cases outstanding, progress in their learning and development from their starting points and they enjoy attending the pre-school.
- Children behave extremely well and staff show profound concern for their safety and well-being.
- The manager drives improvement very well and evaluates the provision constantly to identify ways to improve the opportunities for children further.
- The pre-school is well resourced and provides children with an extremely wide range of opportunities to develop their skills so that they are well prepared for the next stage of their learning.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children present playing indoors and outdoors.
The inspector talked to the registered person, the manager, her deputy and other
- members of staff about policies and procedures, and about planning and the assessment of children's progress.
- The inspector looked at records of children's progress and development.
- The inspector spoke to some parents who were available on the day.
- The inspector talked to children while they were engaged in a range of activities.

Inspector

Gill Walley

Full Report

Information about the setting

Little Blossoms Childcare at Holly Springs first registered in 2008 under the same management and re-registered to become a limited company in 2013. The company operates another pre-school, Little Blossoms Childcare at Harmans Water. The pre-school is registered on the Early Years Register. The pre-school operates from a mobile classroom at Holly Spring Infant and Nursery School in Bracknell, Berkshire. Children have access to an enclosed outdoor play area and the pre-school is able to make use of other school facilities. The pre-school serves the local surrounding area. They support children with learning difficulties and/or disabilities and also support children who speak English as an additional language. The pre-school is open Monday to Friday. Sessions operate in term time from 9am to 3.15pm and between 8am and 5pm in school holidays. Children attend for a variety of sessions. The pre-school provides 24 spaces for children aged from two to five years of age. There are currently 63 children on roll in the early years age group. There are five members of staff employed to work directly with the children. Of these, four hold relevant childcare qualifications. One member of staff is currently working towards a BA Honours degree and another towards a recognised early years qualification. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- ensure that children have opportunities to develop their independent problem solving skills by providing further challenges for them to solve when they are playing.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children learn and develop through the wide range of enjoyable activities in the classroom and well resourced outdoor play area. All children make good and, in most cases, outstanding progress. Toys and resources are appropriate for their age range and easy to reach so that children can choose what they want to play with easily. Children use the garden frequently, so they develop their physical skills extremely well. They learn a great deal about the world around them by exploring their woodland environment and through activities which enable them to observe how things work and change. For example, they constructed a series of pipes and watched how water flowed along them. They made ice lollies and observed the effects of freezing and thawing. Children develop a love of books because staff often read stories and children can choose books to read in the garden shed

or the sensory area of the classroom. Children develop their early writing skills well because there are writing areas in the classroom and garden. Writing activities are planned well so that they are relevant, for example, writing pretend phone messages or the building materials they need on their construction site. While they are working, adults talk to them to reinforce their learning, for example, by asking them about train journeys they have made when they are building a train track. This increases their vocabulary as well as their speaking and listening skills. Adults often encourage children to try new experiences, such as learning to use roller skates or to develop a new skill, such as doing their shoes up by themselves. The staff plan many activities which appeal to all children. They have found the boys especially enjoy playing in the garden and prefer to learn outdoors, so have ensured they have access to all areas of learning outdoors.

The children develop their understanding of number through counting songs and by talking about shapes and patterns. They have some opportunities to learn how to solve problems during their play. They learn the language of measuring when they cook pizzas or prepare their snacks. The environment is rich in print so that they often see the numbers they have learnt and this consolidates learning well. There are many opportunities to explore sounds when children play with musical instruments and they explore textures through exciting activities, such as playing with sand, playdough and soil. They develop their imagination well when they are preparing and serving meals in the role-play kitchen or playing in their outdoor 'jungle' and they use many dressing up outfits and hats. Children concentrate on the same activity for a considerable time and are keen to persevere, for example, when completing a puzzle. They learn a variety of creative skills through painting, printing, model making and collage. Children develop their ability to make decisions, for example, whether to play indoors or outside and when to have their snacks.

Children play extremely well together, sharing toys and taking turns. Their behaviour is exemplary, and the adults are very good role models. They have high expectations of the children and praise them constantly so that they develop their confidence and self-esteem. Staff use positive language to help children of all ages understand how to make the right choices and rarely need to remind them about how to behave. Children who have special educational needs make very good progress because the manager and her staff have good procedures for seeking the right support for them and for adapting the provision well to meet individual needs. They know each child extremely well through their careful monitoring and observation and they understand how to respond to children's specific needs. Staff also understand each child's particular interests so that they can provide learning experiences and toys which they will enjoy, often linked to their experiences at home. This approach is especially helpful for children who are learning English as an additional language. Staff understand specific assessments, such as the two year progress check, so that any need for additional support for a child is identified and acted upon promptly. The staff record the progress children make in each area of their learning thoroughly and use this information well to support their self-evaluation and to plan precisely the next steps each child needs. They track and compare children's progress in different areas of learning to ensure that all are progressing as well as possible in a wide range of skills. This enables the children to develop appropriate attitudes and skills for the next stage in their learning.

The contribution of the early years provision to the well-being of children

The children form very secure relationships with the adults who look after them because the staff know them individually and show a profound concern for their wellbeing, happiness and security. The pre-school has a very calm atmosphere and there are very good routines, for example, at lunch times, so that children always know what to expect. Children have their own key workers who know them particularly well and, even when they are not present, there is always another staff member that knows them well. This ensures that the children always feel secure emotionally and parents also find this reassuring. Parents can always talk to staff about their children or refer to their progress records. The staff plan and provide parents with activities related to each topic and they give them general advice. This helps parents to support their children's learning at home, if they so wish to, and helps them understand what their children are achieving at the pre-school. Parents can share their child's achievements and experiences with the staff, who then plan activities for children to reinforce a skill which they have undertaken at home. Parents also contribute to the planning when their children take home a special bear and write his diary to share with the rest of the class. These close links with parents' help staff follow the children's routines closely and ensure that there is a consistent approach. The nursery has outstanding procedures for supervising children when they sleep and for responding to any food allergies children may have, with a system of constant checks by senior staff. All staff are very vigilant and understand the procedures well. Procedures for nappy changing and handling food are hygienic and avoid the risk of infection.

Children are extremely well supported when they first start attending so that they settle in well. Staff make home visits then children attend for introductory visits until parents and staff feel they are ready to stay for longer. The manager asks parents for information about their children's routines and interests, which helps staff to plan initial activities they will enjoy. Staff observe the children's early progress and build up a more detailed picture of the children's future learning needs. These form the basis for planning and staff continue to assess children routinely.

The pre-school has an outstanding system for supporting children as they move to primary school so that they adjust well and settle into a different and more challenging environment easily. The children visit the school regularly for PE lessons, play times and lunchtimes. This system helps children to adjust well and parents find this very reassuring. The manager passes on detailed information about children's progress and development so that the transition is as smooth as possible, both for the children and their families. Children learn to manage their personal care well through good support from staff. They know how to wash and dry their hands thoroughly and when they need to do this. They enjoy plenty of exercise in the outdoor area. Mealtimes are extremely calm and very sociable occasions, and children are well supervised and learn good table manners. Children also learn to take responsibility. For example, children know that they need to wear aprons when they are painting and to wash their hands afterwards. They choose the time when they want to have their snack and help themselves to their fruit and drink. They recognise their name labels and can hang up their own coats.

The effectiveness of the leadership and management of the early years provision

The staff record the progress children make in each area of learning over time and make very good use of this information to plan for the future learning of each child. They track and compare children's progress in different areas of learning to ensure that all are progressing as well as possible in a wide range of skills. This information also supports the pre-school's self-evaluation well, as it enables staff to easily identify an area of learning where children are less confident. This also ensures that the children develop very good skills and attitudes for the next stage in their learning. The manager and her staff evaluate the provision regularly because they are extremely ambitious and keen to make further improvements.

Parents feel that they are fully involved and consulted about their children's development, for example, through half termly meetings, the suggestions box and surveys. Staff feel very well supported and they have good opportunities to extend their expertise through appraisal and a wide range of training opportunities. The pre-school works in close partnership with the local authority and the partner pre-school and they share expertise and professional development within the local cluster of pre-school providers. The pre-school has developed the educational programme to include opportunities for children to develop their skills in all areas of learning, and provides a curriculum which motivates children to learn in a safe and stimulating environment. Staff plan activities and provide resources, such as toys and books, which develop the children's early understanding of many different cultures and celebrations. They plan activities, such as cooking and making decorations, to reinforce the children's early understanding of special celebrations, such as Eid and Diwali. All staff and parents can access information about the pre-school's policies and procedures easily.

All staff understand how to keep the children safe at all times. For example, adult to child ratios are maintained well, staff supervise children closely and know how to respond in emergency situations. They know how to reduce the risk of accidents, for example, when the children are playing outdoors. There are very good procedures for times when children have accidents or need medication and staff are extremely vigilant when incidents occur. When new staff are appointed they receive good induction as well as ongoing training. All staff are vetted appropriately to ensure that they are suitable to work with children. The pre-school works very closely with parents, who feel that their children are safe and well cared for. They feel that they are well informed about how their children's progress and about other local services which can support them. They appreciate being able to talk to any member of staff at any time about any query they may have. They feel that their children make extremely good progress, especially in their independence, social skills and self-confidence. They notice how well their children are prepared for starting primary school because they learn to write their names and can recognise letters and numbers. They feel that the staff care for their children extremely well and really know their particular needs and interests. They do not feel that there is anything which could be improved.

Parents and families are invited to stay and play sessions so that they can observe their children learning in different situations. The pre-school works very closely with parents and other agencies when children need additional support, for example, if a child has special educational needs or a child is learning English as an additional language. They help children to communicate in their own language because they know that this is good practice. They have also introduced a programme which helps children with speech delay to improve their speaking. This liaison ensures that every child can take part in the same activities and make as much progress as the others. The pre-school prepares children extremely well for the next stage in their education, so that they adjust and settle easily.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY456568
Local authority	Bracknell Forest
Inspection number	901399
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	63
Name of provider	Little Blossom's Childcare Limited
Date of previous inspection	not applicable
Telephone number	07754 807 784

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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