

# Blossoms Pre-School

58 Bridge House, Waterside, SOLIHULL, B90 1UD

## Inspection date

Previous inspection date

21/03/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

|  |   |
|--|---|
| How well the early years provision meets the needs of the range of children who attend | 2 |
| The contribution of the early years provision to the well-being of children            | 2 |
| The effectiveness of the leadership and management of the early years provision        | 2 |

## The quality and standards of the early years provision

### This provision is good

- The key person system supports engagement with all parents. Parents contribute to initial assessments of children's starting points on entry and they are kept well informed about their children's progress.
- Children are provided with a wide range of interesting experiences, both indoors and outdoors, based on their interests and next steps in learning. This results in children being interested and motivated in their learning and they make good progress.
- Children's personal, social and emotional development is well promoted through good praise and encouragement. Children behave well and make strong bonds with staff, which demonstrates that they are happy and settled at the pre-school.
- Children are safe and secure within the pre-school. The provider is confident in meeting their responsibilities to keep children safe.

### It is not yet outstanding because

- Parents are not sufficiently encouraged by staff to share information about children's learning achievements at home.
- There is scope to enhance further children's appreciation and respect for diversity.

## 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 activities in the pre-school and accompanied the provider and children on an outing to a local nature reserve.
- The inspector looked at a range of documents, including policies and procedures and children's learning records.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.
- The inspector took account of the views of the parents spoken to on the day of the inspection.

## Inspector

Trisha Turney

## Full report

### Information about the setting

Blossoms Pre-school was registered in 2013 on the Early Years Register. It is privately owned and is located on the ground floor of business premises in the Waterside area of Dickens Heath, Shirley in the West Midlands. The pre-school opens Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. The pre-school is able to support children with learning difficulties and/or disabilities and children who speak English as an additional language. The pre-school has only recently opened and the provider is currently the only member of staff. She holds an early years degree. There are currently three children on roll who are within the Early Years Foundation Stage. Children are taken on regular walks and outings to the village, park and library.

### What the setting needs to do to improve further

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

- improve the partnership with parents further to enhance the ongoing exchange of information relating to children's learning at home
- provide opportunities for children to learn about and value diversity, for example, by providing a range of resources that reflect differences in the wider community.

## Inspection judgements

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

Children's learning and development is promoted effectively as the provider has a good understanding of the Early Years Foundation Stage. The quality of teaching is reliably good. The provider has a clear understanding of how to promote children's learning and development through activities covering the prime and specific areas of learning. Children are interested and motivated in this appealing environment that supports their learning and development very well. The provider has high expectations of children, encouraging them to make choices to express their ideas and to tackle problems. The provider adeptly recognises when to step in to help out less confident or able children and when to let them tackle things for themselves. This means that children develop their confidence and self esteem. Children are given one-to-one attention to follow up their individual learning and development needs, including helping children to understand and use English. The provider plays enthusiastically alongside children and talks to them about what they are doing. She is clear about the aims of the activities she plans and understands how to challenge children through open-ended, effective questioning. This means children learn to develop their thinking and language skills. Children can help themselves to a good range of resources to support their learning in all areas through self-chosen play.

However, there is scope to enhance further the resources, books and visual images, which represent difference and diversity throughout the pre-school, in order that children are exposed to and learn to respect different ways of life.

There are good opportunities within the pre-school for children to develop their physical skills. Young children move their bodies in a variety of ways as they dance enthusiastically to action songs. Children enjoy expressing themselves to music, moving their bodies and playing and recognising the different rhythms in the music they hear. The experienced provider supports children's all round development in each activity. For example, the provider observes children playing with a car. She enhances their play by introducing more cars and building blocks. This allows them to become more deeply involved in their play. The provider extends their learning further by introducing questions about the quantity and sizes of the cars. This means that children are developing early mathematical skills. The provider counts the bricks as they build, helping them with the development of early counting skills. The strong focus on these areas, as well as the development of physical skills means that all children are ready for the next steps in their learning, including children who will be moving on to school. Children develop their vocabulary as the provider encourages them to talk about the pictures they see in books. Children persevere when trying to fit puzzles together and receive good praise from the provider, which supports their developing self-esteem and confidence. On a trip to the local nature reserve, children observe ducks and horses and explore the area with excitement. The provider extends their learning in all areas as she asks them to talk about what they can see or what they have found. Children display early literacy skills as they make marks in the mud using twigs and sticks. The provider extends their learning by talking about numbers, shapes and letters as they draw and write. Children are engaged and motivated to learn as they run, jump and stomp through mud with excitement. The quality of teaching, fun activities and the provider's knowledge of the children they care for, supports the good progress they make across all areas of learning.

Partnership with parents in regard to teaching and learning are good. The provider assesses where children are in terms of their learning and development shortly after joining the pre-school. This information is shared and discussed with parents, who are given the opportunity to complete 'all about me' forms to add any further insight into the life of their child. This information forms a detailed picture of the child's starting point for their learning and development. All children make good progress in their learning as the provider plans individual next steps of development focussed around children's interests. These are supported by detailed observations that are tracked against the child's age and stage of development within the Early Years Foundation Stage. The information from these assessments is used to tailor the pre-school experience for the children who attend. At collection time each day, a thorough handover is given to each parent about what their child has been doing that day. The provider invites parents to view their child's learning journey regularly, in order to share key observations of their child at the pre-school. This leads to very good relationships between the provider and parents and successfully engages them in the education of their children.

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

Children settle well because of the welcoming and nurturing atmosphere created within the pre-school. The provider enables familiar routines to be followed that match the level of care similar to that which children receive at home. Parents provide information about routines and general care that ensure children's individual needs are met. The provider develops strong trusting relationships with the children enabling them to feel secure. Consequently, children demonstrate a strong sense of belonging. The pre-school does not have direct access to an outdoor play area. However, the children are taken on regular outings within the local area, including the nearby village, library and park. This means they develop physical skills, while learning how exercise supports their overall health and well-being.

Children learn to keep themselves and others safe. For example, young children wear reins on outdoor trips and they learn about road safety through planned activities in the local community. The provider is trained in first aid and she consistently implements good hygiene practices, such as, when changing nappies or serving food. This safeguards children's health and well-being. The provider supports children's understanding of healthy eating by talking to them about what food is good or bad for them, and by sitting alongside them during meals and snacks. Parents are provided with information about 'what healthy snacks look like'. This helps to promote discussion with children about healthy eating and a healthy lifestyle.

The provider promotes children's independence very well and helps them to become independent in their self-care and eating habits. Young children are given spoons to help to feed themselves. Children learn to put on their coats and wellington boots. They develop self-confidence and good self-esteem because the provider constantly praises children in all that they do. The provider is a good role model to the children and supports a positive environment through a consistent approach. Children learn about keeping safe in the environment as the provider gives clear explanations to them about risks. For example, through exploring outdoors and being aware of the dangers of open water. Care practices are good and support children to understand about their own self-care and well-being. For example, children wash their hands before meals and when they return from outdoor play.

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

The provider demonstrates a good understanding of the learning and development and the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. As a result of this, children are protected and kept safe and secure in the pre-school. Regular updating of training ensures that they are able to fully protect children from harm and follow clear and effective procedures for recording and reporting any concerns. For example, the provider has recently completed safeguarding training and holds a paediatric first aid certificate. The provider has a robust recruitment procedure which includes completion of identity checks for all staff in contact with the children, to ensure their suitability. Thorough risk assessments are in place and are updated regularly. Children's safety is further protected and hazards are minimised by the daily checks undertaken by the provider in each play area. Comprehensive policies and procedures are

well maintained and made available to parents to ensure they are clear about how the pre-school runs and how their children are cared for. The pre-school is welcoming, bright and well organised. The pre-school has a varied range of stimulating and fun resources, which support children in their play and learning. The provider monitors the educational programme and procedures are in place to track children's development effectively to make sure that any gaps in their progress are recognised early. This ensures that help can be obtained from other professionals, where appropriate, in order to continue to further promote children's development. The provider uses self-evaluation and action plans to ensure that any strengths and areas for improvement are identified and effectively addressed.

The provider is well qualified and experienced, which means that the children are supported in their learning and development. The provider closely monitors the quality of teaching and learning in the nursery. She ensures that the quality of teaching results in all children making good progress. The provider puts together an overview of the learning and development of all the children in the pre-school every six weeks to identify any concerns about their progress over time. In addition, parents are regularly provided with individual 'furthering your children's development at home' sheets, which give useful ideas on extending learning at home.

The provider demonstrates the importance of working effectively in partnership with parents to meet the individual needs of their children. This begins as parents provide information prior to their children starting at the pre-school. This enables parents to share valuable initial information with the provider, so they can effectively meet the individual needs of the children. However, information about children's learning at home is not as well shared between parents and the pre-school. As a result, the provider's ongoing ability to support children's interests and learning is not based on the most comprehensive picture of the child. Parents state that they are very happy with the care and learning opportunities that their children receive and how much their children have progressed since starting. They say that the provider is very supportive and shares detailed information about their children. Parents' comments include 'I couldn't ask for anyone better'. The provider also understands the importance of working closely with other professionals and early years settings to ensure children are fully supported and good information is shared. The provider has established effective strategies to ensure appropriate information is shared with local schools and to support children in their move on to the next stage in their learning. This ongoing support enhances continuity of care and maximises learning opportunities for all children.

## What inspection judgements mean

### Registered early years provision

| Grade   | Judgement            | Description  |
|---------|----------------------|--|
| 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 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.  |
| 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 monitored and inspected again within six 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

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY470545                 |
| <b>Local authority</b>             | Solihull                 |
| <b>Inspection number</b>           | 940212                   |
| <b>Type of provision</b>           | Full-time provision      |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 5                    |
| <b>Total number of places</b>      | 24                       |
| <b>Number of children on roll</b>  | 3                        |
| <b>Name of provider</b>            | Stevie Ann Tye           |
| <b>Date of previous inspection</b> | not applicable           |
| <b>Telephone number</b>            | 07944543874              |

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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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