

Blossoms Pre-School

58 Bridge House, Waterside, Solihull, B90 1UD



Inspection date

15 August 2017

Previous inspection date

21 March 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager has built a close-knit team who are ambitious, reflective and demonstrate a strong commitment to provide the best possible experiences for children in their care. They work very well together and with other professionals to continually improve outcomes for all children.
- Children's safety and welfare is a high priority. Staff carry out regular checks, and keep the premises safe and secure. Gentle, age-appropriate reminders from staff help children to understand how to use the equipment and space in an appropriate way. As a result, children develop an awareness of how to keep themselves and others safe.
- Staff make excellent use of the local environment to help provide children with a wide range of learning opportunities. They eagerly follow children's interest allowing them plenty of time to explore and investigate. For example, children accompany staff to the meadow, and hunt for wild flowers and plants.
- Partnerships with parents are strong. There is an effective two-way sharing of information with parents so that they can extend their child's learning at home. Written comments from parents show that they are very pleased with the care and learning opportunities their children receive.

It is not yet outstanding because:

- The established procedures for evaluating the impact staff teaching practice has on helping children learn are not as incisive as possible. As a result, the manager is unable to focus her arrangements for staff development sharply enough to consistently achieve the highest standards of teaching.

What the setting needs to do to improve further

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

- evaluate more incisively the impact staff teaching has on outcomes for children, in order to focus staff development more precisely on raising the quality of teaching to a consistently outstanding level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and the outdoors, and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager. She looked at relevant documentation, and checked the qualifications and suitability of all staff.
- The inspector completed a joint observation with the manager.
- The inspector spoke to the staff and children at appropriate times during the inspection and took account of their views.
- The inspector took into account of the views parents had expressed in writing.

Inspector

Rupinder Phullar

Inspection findings

Effectiveness of the leadership and management is good

The arrangement for safeguarding are effective. All staff have a secure understanding of their responsibilities to protect children from harm. Clear procedures enable them to share any concerns about a child in their care, in order to keep them safe. Robust recruitment procedures and supervision arrangements help ensure that all staff are suitable to work with children. The manager and staff monitor children's progress. They ensure that any gaps in children's learning and development are identified and quickly addressed. Staff and parents are actively involved in reviewing the quality of the provision and implementing changes that benefit the children.

Quality of teaching, learning and assessment is good

Staff are well qualified and this is clearly reflected in their practice. They obtain information from parents, and use their own observations to plan activities that are stimulating and match children's needs effectively. Children have many opportunities to learn from first-hand experiences and develop an understanding of the wider world. For example, as they cut and taste different vegetables children become fascinated by the bulb of garlic. Staff skilfully use spontaneous opportunities to develop and extend children's learning. For instance, children are encouraged to carefully separate each clove and count how many they have. Staff provide explanation, ask challenging questions to ignite children's interest and develop their thinking and problem-solving skills. Children's awareness of size, shape and number is supported well.

Personal development, behaviour and welfare are good

Children are welcomed in a nurturing environment. Staff know all children well. They follow young children's care routines effectively. Good hygiene practices are followed, and children's growing independence is encouraged. Many manage handwashing and toileting themselves. Children enjoy healthy and nutritious meals. Staff give parents clear guidance to help them provide appropriate food for their child. Children have regular opportunities to go for walks in the meadow, play and explore the natural environment. This helps to support children's good health, well-being and development of physical skills. Through activities and discussions with staff, children have opportunities to learn about diversity and to appreciate the wider world beyond their own experiences.

Outcomes for children are good

All children are inquisitive and have a real desire to learn. They are emotionally very secure and have strong attachments to staff and other children. Behaviour is good. Children relish the praise they receive for their efforts, achievements and cooperation. They explore their environment with increasing confidence and articulate their needs and wants well. They are very curious about nature and love asking questions to extend their own learning. Children's language skills are well supported. Children are creative and imaginative and love dressing up, pretending to be rock stars. All children, including those that receive funding, are making good progress and developing the key skills they need for their future learning and their eventual move to school.

Setting details

Unique reference number	EY470545
Local authority	Solihull
Inspection number	1102854
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	24
Number of children on roll	24
Name of registered person	Blossoms Pre-school Limited
Registered person unique reference number	RP909744
Date of previous inspection	21 March 2014
Telephone number	07944543874

Blossoms Pre-school registered in 2013. The pre-school operates from Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The pre-school employs five members of staff. Of those, three hold appropriate childcare qualifications up to level 3 and one at level 6. The pre-school provides funded early years education for two-, three- and four-year-old children.

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