

Blossom Years Montessori Pre-School

St Mary's Church Hall, High Street, Chislehurst, Kent, BR7 5AQ



Inspection date

5 October 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 owner and manager have effective systems to evaluate the quality of the service. Plans for improvement are well targeted to ensure that the quality of teaching is good and consistently improving. For instance, staff have widened the range of outings in the local area, which has further developed children's understanding of the world.
- Children enjoy plenty of fresh air and exercise each day in the pre-school garden. This is enhanced by regular visits to local woodland. Specially trained staff use natural resources and materials in creative ways to support children's learning. For example, children learned about weight and capacity as they filled different-sized containers with soil.
- Staff get to know children well and speak knowledgeably about their individual needs and characteristics. They build strong and caring relationships with the children, which help children to feel confident and secure at nursery.
- Children are eager to learn. They join in happily with group activities, where they play cooperatively with, or alongside, their peers. They make choices and concentrate well during their self-initiated play. For example, they select and look at books independently; fully engrossed as they turn the pages and examine the pictures.

It is not yet outstanding because:

- Staff sometimes miss opportunities for children to wholly develop their thinking and contribute their ideas. For instance, they do not always provide enough time for children to listen and respond to questions.
- At times, staff do not fully support children's understanding of healthy food choices.

What the setting needs to do to improve further

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

- make more effective use of opportunities to encourage children to develop and contribute their own ideas and solutions
- build on ways to support children's understanding of healthy food choices, and how this can contribute to a healthy lifestyle.

Inspection activities

- The inspector observed a range of activities indoors and outdoors, and assessed the quality of teaching and its impact on children's learning.
- The inspector met with the owner and manager. She also explored the views of staff and children at intervals during the inspection.
- The inspector had discussions with parents and considered their views, along with samples of parents' written feedback.
- The inspector looked at a sample of documentation, including policies and procedures, staff suitability checks and children's learning records.
- The inspector carried out a joint observation with the manager.

Inspector

Sarah Crawford

Inspection findings

Effectiveness of the leadership and management is good

Partnerships with parents are effective. Parents talk positively about the setting. They feel that staff are kind, caring and teach their children well. They say that staff keep them well informed of their children's progress and suggest ways that they can support this at home. The manager has introduced effective supervision procedures to help staff improve their teaching skills. For example, with her support, staff have become more confident at reflecting on their practice and identifying where they might benefit from further mentoring or training. Safeguarding is effective. For instance, regular training helps to ensure that the manager and staff are secure in their understanding of how to keep children safe. They know the signs that may indicate a child is at risk of harm and how to report any concerns about children's welfare.

Quality of teaching, learning and assessment is good

Staff regularly observe the children and monitor their development, to find out what they need to learn next. Children make good progress, given their various starting points. This includes children who have special educational needs, those who speak English as an additional language and those receiving extra funding. Where children's progress is less than expected, this is quickly identified and appropriate support put in place. The manager and staff work successfully in partnership with parents and other professionals, to help children achieve all that they can. Children develop a good understanding of mathematics. For example, children learned to count and measure ingredients as they made play dough.

Personal development, behaviour and welfare are good

Staff use clear instructions and plenty of praise to help children recognise what is expected of them and what they are doing well. Children's behaviour is good. They begin to understand the needs and feelings of others, and learn how to resolve problems without conflict. For example, children used timers to support fair turn taking. Children enjoy carrying out small tasks to help develop their sense of responsibility. For instance, after snack time they wash up their plates and cups before going off to play. Staff present opportunities for outdoor learning in exciting ways, which encourages children to be active and to channel their energy positively. For example, an outdoor story session gave children the chance to use their 'big voices' and to be actively involved, as they recalled phrases and acted out events from the story.

Outcomes for children are good

Children acquire a wide range of skills and knowledge which supports the next stages in their learning. Older children are well prepared for starting school. For instance, they learn how to recognise letters of the alphabet and identify the initial sounds in words, which supports their early reading skills. Children develop good personal skills. For example, they learn to put on their outdoor clothes and boots before going into the garden and remember to wash their hands thoroughly before eating.

Setting details

Unique reference number	EY489225
Local authority	Bromley
Inspection number	1017444
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 3
Total number of places	32
Number of children on roll	28
Name of registered person	Blossom Years Limited
Registered person unique reference number	RP902275
Date of previous inspection	Not applicable
Telephone number	07594417980

Blossom Years Montessori Pre-School registered in 2015. The pre-school operates during term times only. It is open from 9am to 3.30pm each day, except for Wednesdays, when it closes at 12.30pm. The setting receives funding for the provision of free early education for children aged two, three and four years. The pre-school employs eight members of staff, six of whom have a relevant childcare qualification. Of these, five are qualified at level 3 and one at level 4. Staff incorporate aspects of the Montessori method and forest school teaching into their practice.

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