

Blossom Pre-School

Valley End Insitute Halls, Highams Lane, Valley End, Chobham, Woking,
Surrey GU24 8TB



Inspection date	29 November 2018
Previous inspection date	20 July 2016

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Leaders have exceptionally high standards and vision for the success of the pre-school provision. Staff are highly qualified and experienced, and together they provide the best possible opportunities for the children in their care.
- Partnerships with parents are of paramount importance to the team. Staff keep parents constantly in touch with their children's progress and next steps. Parents comment on the unique and calm setting, and the marvellous team that helps their children to thrive and grow.
- Children's behaviour is exemplary. They are incredibly kind and caring and show a real empathy towards each other. Staff are amazing role models who are excellent at helping children to learn about respecting and appreciating others.
- Children make excellent progress from their starting points. Staff meticulously plan interesting and stimulating activities that focus on children's individual needs as well as group opportunities.
- The progress of all children is meticulously tracked and monitored. Children with special educational needs and/or disabilities make the best possible progress, as gaps are very quickly identified and targeted for additional support. Professional partnerships are key to this success with visits to the pre-school and the sharing of strategies and ideas.
- Children are very confident, happy and constantly engaged. They form close bonds with their dedicated key person and other staff members. Children display an excellent sense of belonging and positive self-esteem.

What the setting needs to do to improve further

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

- continue to find additional ways to encourage the sharing of information from other settings, to support children's overall development and progress even further.

Inspection activities

- The inspector had a tour of the pre-school, and discussed the use of the self-evaluation process and the current areas identified for improvement. The inspector held a leadership and management meeting with the provider and the manager.
- The inspector spoke to the staff and children at appropriate times throughout the inspection. The inspector also spoke to parents and took their views and comments into account.
- The inspector sampled a range of documentation, including suitability checks, staff's qualifications, policies and procedures, and children's developmental records.
- The inspector discussed the arrangements for safeguarding children at the pre-school, including staff's knowledge and reporting procedures.
- The inspector observed the teaching and learning opportunities for children indoors and outdoors and the impact these have on their learning and development. The inspector also carried out a joint observation of an activity with the manager.

Inspector

Gwen Andrews

Inspection findings

Effectiveness of leadership and management is outstanding

The provider and the manager have formed a formidable leadership team. Their dedication and commitment towards their roles and responsibilities are exceptional. The passion and the retention of the staff team are a direct reflection of their inspiring mentoring. Safeguarding is effective. Staff have outstanding knowledge of how to identify potential areas of abuse and the procedures they would follow to report any concerns for a child's welfare. Training is precisely planned and a recent safeguarding course has helped ensure that all staff have the very highest understanding of the protection of children in their care. The evaluation process is used exceedingly well to raise all areas of the pre-school provision to the highest possible levels. The team is proactive in trying to gather information from other settings that children attend and is considering how it can encourage others to share pertinent information back to support better continuity for children's future learning.

Quality of teaching, learning and assessment is outstanding

Staff use their skilful observations to challenge children's learning further and help them to master problem-solving skills. They provide inspiring activities that enable children to estimate and think. For example, children delight in playing pass the parcel and when the sounds stop they unwrap a layer excitedly to find the intricate puzzle pieces to fit in place on a jigsaw. Children explore and make patterns and letters in the sensory glitter trays and this helps to build on their early literacy skills. They show extremely high levels of concentration and significant determination in trying to do things for themselves. Staff are wonderfully imaginative in the outdoor provision to enhance learning and help children become highly inquisitive learners. For instance, children use natural items, such as conkers rolled down guttering to see how quick and far they roll, to play games and use bicycles that increase their balance and mobility. Staff use expertly posed questions to help children to think and respond for themselves. For instance, children work out their own solutions together when their bicycle wheels become entangled.

Personal development, behaviour and welfare are outstanding

Children are remarkably independent and staff fully encourage this. The staff team uses excellent initiatives to support children to build on their own skills. Staff understand the utmost importance of helping children to gain an insight into the diversity of the world around them. They fully embrace opportunities for children to be a large part of the community on their many outings and visits, such as to local schools. Children show attentive understanding of the staff's expectations of them. For instance, they promptly remember to use their 'walking feet' as they go to look at the weather outside, when taking part in the morning register.

Outcomes for children are outstanding

Children are excellent communicators. They quickly master the early technology that they use, scrolling and swiping the screens to play their favourite interactive games. Children are developing impressive social skills and they negotiate and play together extremely well for their ages. They are exceptionally well prepared for the next stages in their learning and their eventual move on to school.

Setting details

Unique reference number	EY479241
Local authority	Surrey
Inspection number	10076137
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	33
Number of children on roll	22
Name of registered person	Blossom Montessori & Pre-Schools Limited
Registered person unique reference number	RP903148
Date of previous inspection	20 July 2016
Telephone number	07801 867577

Blossom Pre-School registered in 2014 and is located at Valley End Institute in Chobham, Surrey. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. It is open between 9.15am and 12.15pm on Monday to Friday during term time only. On Monday and Wednesday an extended day is offered for children aged three and four years until 2.15pm. The pre-school also offers an early-bird session from 8.45am each weekday. There are six members of staff. Of these, one has a relevant childcare qualification at level 5, one has a qualification at level 4, and four staff hold qualifications at level 3.

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