

Inspection of Blossoms Pre-School Ltd

56 Bridge House Waterside, Shirley, Solihull, Solihull B90 1UD

Inspection date:

12 August 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and settled. However, the provider does not organise the learning environment to meet the requirements and to fully challenge all children. They do not provide a separate room for children under two-years-old. The quality of teaching is variable. Staff do not always support children well enough to enable them to lead their learning. For instance, staff working in the main playroom do not plan the learning environment well-enough. At times, children lack interest in the activities and are not motivated to play. This hinders the progress that some children make. Children only have access to fresh drinking water at mealtimes. This means that water is not readily available to children throughout the day.

Children have a secure and positive relationship with their key person. The kind and caring staff provide reassurance and a comforting cuddle. Children enjoy sitting with staff to read stories together. All children, including children with English as an additional language, learn new words. For example, staff ask questions while reading stories about their bodies and children learn words, such as 'bone marrow'. Children show determination as they explore sensory activities. They concentrate as they use a scoop to successfully pick up the balls in the tray. Younger children smile as they explore water and cornflour, and make marks in the liquid. Children use their imaginations to make their favourite superhero creations with building blocks and use these to play games together.

What does the early years setting do well and what does it need to do better?

- The provider, who is also the manager, ensures that staff are effectively deployed, and the ratio requirements are being met. The number of children in attendance means floor space for the children attending at any one time is sufficient. Therefore, even though there is not a separate baby room for children under the age of two, children's safety is not compromised.
- The manager shares her expectation that children lead their learning through the delivery of the curriculum. However, there are inconsistencies with staff's implementation of this and their understanding of how to support children to lead their learning. For example, staff do not plan some activities well enough to provide enough challenge for children and help them to build on what they already know and can do. Staff are inconsistent in their teaching and at times do not support children to explore their own ideas and share their views.
- Staff recognise the importance of preparing children for the next stage in their development. Staff provide children with effective opportunities to build their independence, such as when they select their sandwiches and salad from the tray. Children concentrate as they successfully pour their drinks using the jugs. However, staff do not ensure that children have access to fresh drinking water at any other time. This does not meet the requirement for fresh drinking water

to be always available.

- Children with special educational needs and/or disabilities (SEND) have effective support to make progress. Staff use assessments to identify gaps in children's learning and use this to plan their next steps. They work closely with parents and other professionals to ensure they have support in place with their learning and development. Staff have swiftly put plans in place to support children with SEND to ensure they are continuously making progress.
- Parents speak positively of the care their children receive. They share that staff are attentive of their children's needs and value the ideas for activities they can do at home. They feel their children enjoy their time at the setting.
- Staff have regular supervisions with the manager. They have opportunities to develop their professional development with access to training courses. However, this has not been effective in supporting all staff to confidently deliver the education programmes to children. That said, staff share they are well-supported, that the manager is considerate of their well-being and they enjoy working at the setting.
- Children generally behave well. They share their toys together and overcome conflict. There are times when some children struggle with their behaviour and staff do not always address this slightly disruptive behaviour. This means there is not a consistent approach to support all children, so they understand and know the expectations for their behaviour.
- Staff promote children's personal hygiene positively. Older children go to the toilet independently. All children learn the importance of keeping themselves healthy and they wash their hands before a meal.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead and staff have a secure understanding of how to keep children safe from harm. They recognise the possible signs and symptoms a child may be at risk. Staff have a clear understanding of how to report any concerns they may have about a child or a member of staff.

There are clear recruitment procedures in place to ensure staff are suitable to work with children. Staff carry out vigilant risk assessments when they visit the local nature reserve to ensure children remain safe as they walk from the nursery to the area they play in outdoors.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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provide a separate baby room for children who are under two years to meet the legal requirements	23/09/2022
improve staff training to ensure that all staff understand the curriculum and how to provide learning experiences that successfully challenge children to help them to make good progress	12/10/2022
ensure there is fresh drinking water readily available at all times.	26/08/2022

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

- implement a consistent approach across the setting to help children learn to manage their feelings and behaviour.

Setting details

Unique reference number	2507225
Local authority	Solihull
Inspection number	10191441
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	22
Number of children on roll	24
Name of registered person	Blossoms Pre-school Limited
Registered person unique reference number	RP909744
Telephone number	07944543874
Date of previous inspection	Not applicable

Information about this early years setting

Blossoms Pre-school re-registered in 2018. 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, one holds an appropriate childcare qualification at level 6, three hold qualifications at level 3 and one is unqualified. The pre-school provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Katherine Wilson

Inspection activities

- This was the first routine inspection the provider has received since moving premises and since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between staff and children.

We carried out this inspection 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.

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