

# Inspection of Blossoms Pre-School Ltd

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

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Inspection date: 7 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Requires improvement
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## What is it like to attend this early years setting?

### The provision is good

Staff have high expectations for children's learning and promote this through effective teaching methods. For example, children are engrossed as they play with coloured rice. They laugh as they use their fingers to make recognisable shapes in the rice tray. Children use spoons and cups to fill containers and watch the numbers rise on the digital scales as they add more rice. During such times, staff ask children questions that encourage them to think and give fuller answers. Children learn about simple mathematical concepts, such as 'full' and 'empty'.

Children excitedly walk over the canal bridge to the grassed area of the local nature reserve. They stop and observe the ducks and pigeons. Children delight in running on the grass and rolling down the small hills. They crawl through pop-up tunnels and learn how to play a game of bat and ball. Children pretend to be unicorns. They use ribbon streamers as their tails and run around pretending to neigh. Other children collect grass and flowers and pretend to feed the unicorns.

Staff provide daily group yoga sessions for the children. They model and describe each pose. Children stretch, bend and balance as they successfully practise their poses freely and independently. Children are confident and behave well.

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

- The members of the management team have worked hard to make the required improvements since the last inspection. They have created an engaging, welcoming and playful baby and toddler area. The members of the management team carefully monitor the progress of all children. They identify any gaps in their learning and put plans in place to address these. Staff now follow a structured curriculum that provides challenging and interesting activities and experiences across all areas of children's learning. However, staff do not focus strongly enough on encouraging pre-school children to develop their understanding of letters and sounds.
- The members of the management team ensure that the induction procedures help new staff to quickly become effective and competent key persons. They make sure that each member of staff's practice is monitored and any issues are identified and planned for. This helps to make sure that staff's teaching is consistently strong.
- Staff know how to build positive attachments with children. For example, they offer children cuddles, reassurance and praise as they play alongside them. This helps children to feel relaxed and safe to engage in new experiences. However, there are fewer opportunities for children to gain an awareness of the cultural diversity between themselves and others in the wider community.
- Children have access to fresh drinking water throughout the day. They choose

when to have their snacks during a set period of time. A member of staff manages the snack table. During such activities, staff promote children's communication development and independence, for example by pouring their own drinks and cutting their own fruit. At lunchtime, children enjoy a hot, nutritious meal. Staff maintain good hygiene practices. Children enjoy daily walks to the nearby nature reserve. This helps to promote children's good health, growth and development.

- The special educational needs coordinator has a good understanding of how to identify and support children with special educational needs and/or disabilities (SEND). She works closely with parents and other professionals to coordinate additional support for children with SEND. This helps to ensure that they are continuously making progress.
- Staff use high-quality positive role modelling to promote children's good behaviour. They place a great emphasis on acknowledging children's efforts and achievements. Staff consistently remind children to use good manners.
- Parents spoken to value the online information they receive about their child's development and learning. This, along with daily chats and parents' meetings, helps parents to fully support their child's learning at home.
- The members of the management team regularly seek the views of children, parents and staff. They regularly attend the leaders' and managers' meetings run by the local authority early years team. Furthermore, they have individual support from the local authority adviser. This, along with training, helps them to reflect on their performance and improve the overall quality of the pre-school.

## Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead knows how to respond to families who would benefit from additional help to keep their child healthy and safe. She has undertaken appropriate safeguarding training. She makes sure that all staff have a good understanding of the possible signs of abuse and how to respond in a timely and appropriate way. The members of the management team ensure that robust safer recruitment procedures are followed. They identify any risks and take measures to reduce them in the indoor environment and on outings.

## What does the setting need to do to improve?

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

- provide pre-school children with more opportunities to build on and develop their knowledge of letters and sounds
- provide children with more opportunities to build on their respect for, and understanding of, the similarities and differences between themselves and others in the wider community.

## Setting details

<b>Unique reference number</b>	2507225
<b>Local authority</b>	Solihull
<b>Inspection number</b>	10253923
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	22
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Blossoms Pre-school Limited
<b>Registered person unique reference number</b>	RP909744
<b>Telephone number</b>	07944543874
<b>Date of previous inspection</b>	12 August 2022

## Information about this early years setting

Blossoms Pre-School Ltd registered in 2018. The pre-school is open from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am to 6pm. The pre-school employs five members of staff. Of these, two hold appropriate childcare qualifications at level 6, one holds an appropriate childcare qualification at level 4 and one holds an appropriate childcare qualification at level 3. The pre-school provides funded early years education for two-, three- and four-year-old children. It supports a number of children with SEND.

## Information about this inspection

**Inspector**  
Linda Yates

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in her evaluation of the pre-school.
- The inspector, the manager and the assistant manager had a learning walk across all areas of the pre-school to understand how the curriculum is organised.
- A joint observation of an activity was carried out by the inspector and the assistant manager.
- The inspector held discussions with staff and evaluated how well they assess children's progress and plan for the next steps in their learning.
- The inspector held a meeting with the manager and the assistant manager. She looked at relevant documentation, including evidence of the suitability of staff working in the pre-school.
- The inspector took account of the views of parents and children spoken to on the day.

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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