

Inspection of Blossoms Pre-School Ltd

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

Inspection date: 29 February 2024

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

The provision is good

Children are happy and contented in this pre-school. Staff build warm and nurturing relationships with children which helps them to feel safe and secure in their care. Staff have a secure understanding of the preschool curriculum for children's learning. They are ambitious about what children can achieve. Staff make plans for exciting activities which invite children to engage, and in doing so build on their prior learning. Staff include the learning that children need during their interactions as they play. For example, children are eager to help arrange the ramps to roll their vehicles along. They talk about moving one end higher or lower and what happens to the cars when the ramp is flat. Older children use their critical thinking skills and raise one end of the ramp. Staff include words for size and speed. This helps to build on children's mathematical knowledge and thinking skills. Younger children receive the support they need to count each car they are holding. Older children help their peers to know when it is their turn and who will take a turn next.

Children behave well and are kind to others. They receive lots of praise for their positive behaviours which helps them to know the behaviour that is expected of them. Children show positive attitudes to learning. They gain the knowledge and understanding they need to prepare them for future learning.

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

- Managers have designed a well-thought-through curriculum which supports children to continually build on what they already know and can do. Staff gather some information from parents when children first start which helps them to settle new children in. There is scope to gain more details about children's prior learning to enable staff to focus the plans for what these children are ready to learn from the outset.
- Staff carefully consider children's current abilities, interests and learning needs when planning the play environment. Children show an interest in construction and build towers and other structures. However, the range of available resources does not yet extend their skills for design and construction as far as possible.
- Communication and language is effectively promoted as children develop clear speech and use well-structured sentences as they talk. Staff use a range of books and stories and ask timely questions to help children think and respond with their ideas. Young children name the items they see, while older children are curious and confident to ask questions of staff. Together, they engage in interesting discussions about these stories, such as how cats may carry their kittens.
- Children develop increasing independence. For example, babies feed themselves competently while toddlers and older children safely practise chopping their fruit

and vegetables for snacks. All children contribute and practise dressing themselves in preparation for play outdoors, such as putting on their coats and boots.

- Staff provide children with daily opportunities to play outdoors in the nearby nature reserve where they can run in the open spaces and learn about the seasonal changes in nature. They also visit local amenities such as shops to purchase items for cooking and visit the library to borrow a broad selection of stories and informative books.
- Staff provide opportunities for children to develop their physical skills. For example, babies have the time and support to work out how to step up to reach ramps and step down again during play. All children enjoy being creative and use a range of tools to mark make. They develop increasing control when holding various-sized brushes or tubes to dip in their paint and print. Older children choose to practice forming letters in their names while they paint.
- Managers provide staff with the support they need to continue their professional development. They consult staff and parents, and their views contribute to the evaluation of the pre-school. Managers use this evaluation to consider the continued developments that enhance the provision for children.
- Parents are happy with the pre-school. They say that staff are friendly, supportive and approachable. They say their children enjoy attending and particularly comment on how well their speech and language is developing. Parents value the detailed information they receive about their child's care and learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- gain further details about children's prior learning from parents when children first start to enable staff to focus their plans on what children are ready to learn from the outset
- increase the available resources for children to design and construct to help extend their skills even further.

Setting details

Unique reference number	2507225
Local authority	Solihull
Inspection number	10333608
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	1 to 4
Total number of places	22
Number of children on roll	8
Name of registered person	Blossoms Pre-school Limited
Registered person unique reference number	RP909744
Telephone number	07944543874
Date of previous inspection	7 June 2023

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 childcare staff. Of these, one holds an appropriate childcare qualification at level 6, one at level 4 and two at level 3. The pre-school provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Suzanne Taylor

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The leader, assistant manager and inspector completed a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning. A joint evaluation of the quality of teaching within an activity took place between the assistant manager and the inspector.
- The inspector spoke to parents at appropriate times and also took account of their written views of the setting.
- The inspector spoke to children and staff at appropriate times during the inspection
- The inspector held a meeting with the leader and the assistant manager and discussed how the setting was organised. The inspector reviewed relevant documentation, including evidence of the suitability of staff working in the setting.

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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