

Inspection of Blossom Pre-School

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

Inspection date: 9 September 2024

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

All children, including those who have recently started attending, demonstrate that they feel happy, safe and secure in the warm and welcoming pre-school. Leaders and staff provide an inclusive environment for all children. A highly effective key person system supports children's emotional development and helps to foster early attachments, so that individual children's care needs are met from the outset.

Children demonstrate a positive attitude to learning and behave well. The dedicated leaders and staff have high expectations for children's behaviour and conduct. They act as positive role models and rules and boundaries are in place to help children to understand what is expected of them. Children are kind, caring, interact well with others and play harmoniously with their friends.

All children, including those with special educational needs and/or disabilities (SEND), make good progress from their starting points. Leaders have established effective partnerships with other professionals, such as speech and language therapists. They regularly liaise with them, follow their advice and use this information to provide targeted support for individual children. Staff promote children's communication and language skills effectively. Throughout their interactions they provide a dialogue, repeat words and phrases and introduce new words to extend children's vocabulary. Children talk with confidence and engage in effective two-way conversations with staff, who listen with interest to what they say.

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

- Leaders are aware of the potential impact that the COVID-19 (coronavirus) pandemic has had on children's learning and development. They have identified that some children need support to develop their communication and language skills. Therefore, they have introduced small language groups to help support children's listening, attention and speaking skills.
- Leaders are committed to providing a curriculum to ensure that all children, including those with SEND, develop the knowledge and skills they need for the next stage of learning. Staff regularly assess children's development to find out what they already know and can do. They use this information to identify any emerging gaps and plan for children's next steps.
- Overall, teaching is good. Staff interact well with children and ask them open ended questions to establish what they already know, identify misconceptions and provide explanations. However, occasionally staff do not quickly adapt their teaching in response to children's needs, for example to help all children engage in group sessions or to build further on their learning during activities.
- Children have access to a wide range of books. They listen with interest to

stories and talk about the characters they see. For instance, they notice that the characters may be scared or unhappy and suggest ways they could make them feel happy, such as giving them a cuddle. Children demonstrate a good understanding of how other people's actions can impact on others.

- Staff encourage children to complete tasks independently. For example, dressing themselves for outdoor play. During these times, staff praise children for their efforts and persistence, which encourages them to develop a 'can-do' attitude.
- Staff support children to be physically active. Children benefit from fresh air and exercise through daily outdoor play. Indoor activities encourage children to move around in different ways to music. Children confidently walk on tiptoes and gallop around the room. Staff use these opportunities to help them to develop an understanding of the impact that exercise has on their bodies. For instance, by asking children to notice that their hearts are beating faster after physical activity. Children comment that they can feel their hearts going 'boom, boom'.
- Partnerships with parents are strong. Leaders and staff consistently share information about children's progress and make suggestions on how parents can support learning at home. For example, parents have access to a lending library to encourage them to share stories with their children. These positive experiences encourage children to develop a love of books.
- Staff work exceptionally well as a team. Leaders show a high regard for staff well-being, ensuring they feel appreciated, which helps them in fulfilling their roles and developing their practice.

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:

- support staff to recognise when to adapt the teaching in response to children's interests, needs and abilities.

Setting details

Unique reference number	EY479241
Local authority	Surrey
Inspection number	10355468
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	33
Number of children on roll	23
Name of registered person	Blossom Montessori & Pre-Schools Limited
Registered person unique reference number	RP903148
Telephone number	07801 867577
Date of previous inspection	29 November 2018

Information about this early years setting

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. An extended day is offered all week 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 6, one has a qualification at level 5, and two staff hold qualifications at level 3.

Information about this inspection

Inspector

Ingrid Howell

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The manager and the inspector completed a learning walk together and discussed how the curriculum is organised.
- The inspector carried out a joint observation with the deputy manager and discussed the quality of teaching.
- The inspector observed the interactions between staff and the children and considered the impact on their learning.
- The inspector asked staff questions throughout the inspection to establish their understanding of how to safeguard children.
- The inspector took account of the views of parents through face-to-face discussions.

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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