

Inspection of Little Blossom Nursery School (Leavesden)

Leavesden Green Community Centre, Clarke Way, WATFORD WD25 0BW

Inspection date: 23 September 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children settle swiftly in this nurturing learning environment and develop close and trusting relationships with staff. Young children, and those who are new to the setting, seek out key staff for support and demonstrate close attachments with them. Older children develop equally close relationships with enthusiastic staff, enjoying staff's energetic engagement during play.

Leaders and staff work closely to develop a strong curriculum based on providing children with the skills they will take forward into their next stage of learning and beyond. This is sequenced and adapted well to support the ever-changing needs of children who attend. For example, recent changes to the environment support the current focus on developing children's early literacy skills. Staff have created a dedicated language and reading room where children explore a wealth of storytelling equipment, such as books, puppets, storyboards and mark-making equipment.

Children's communication skills are central to staff teaching. Staff routinely extend children's language during play in age-appropriate ways. Children are encouraged to sequence words to form sentences and explore more complex alternatives to the words they use. For example, when exploring play dough, they learn to 'roll', 'pinch' and 'squeeze' the dough to achieve their desired outcomes.

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

- Partnerships with other professionals are strong and supportive. Leaders embrace ideas and feedback to enhance children's learning and well-being. For example, robust relationships with local schools mean that staff can focus on developing children's fine motor and early literacy skills, understanding how these will support them in their transition to school.
- Leaders particularly focus on the needs of children and families that attend. They ensure all play is inclusive and provide a wealth of learning based on children's early experiences. For example, children have continuous access to highly engaging outdoor learning opportunities. These focus on promoting children's development across all areas of learning while embracing their need for outdoor, physical play.
- Older children develop close and cooperative relationships with one another. They work together as a team to construct obstacle courses and help one another filling containers with water and soil. Staff conduct daily group discussions to embed the setting's 'Golden Rules'. These sessions are delivered well by staff, who use a variety of methods, such as simple sign language and visual aids, to support children's understanding of appropriate behaviour. However, this same strong focus on developing appropriate behaviours is not

consistent when supporting young children to take turns and share resources.

- Leaders support staff's practice well. They have a deep understanding of their team members' interests and areas for development. Leaders encourage staff to take on roles of responsibility and develop areas of expertise that they can share with their colleagues. Strategies such as these help to create a cohesive team who readily provide one another with support in their roles.
- Leaders and staff make every effort to engage with families via daily communications and by providing regular workshops. During these sessions, parents gather a deeper understanding of how to promote children's learning through play at home. Staff understand the pressures on parents and go out of their way to ease them. For example, parents can help themselves to a healthy breakfast when dropping children off and access flexible care that meets their families' changing needs.
- Children celebrate one another's successes and achievements during group discussions. During these sessions, staff explain how positive affirmations support their well-being and self-esteem and those of their friends. However, not all children are ready to join in these larger sessions. Some children become distracted, which can impact on other children's engagement.
- Older children develop their mathematical knowledge during all activities and in age-appropriate ways. Young children count cars in their role play activity and the number of steps they climb. Older children explore volume and capacity during sand play and use measuring jugs to create 'potions' in an exciting sensory activity. During their daily 'busy fingers' activities, children draw numbers in their individual sand trays and identify significant numbers on magnetic boards.

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:

- enhance the support offered to young children, specifically around learning to share and take turns
- further evaluate the organisation of group sessions to allow all children to fully engage and maximise the learning they receive.

Setting details

Unique reference number	2740063
Local authority	Hertfordshire
Inspection number	10407851
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 3
Total number of places	50
Number of children on roll	54
Name of registered person	Little Blossom Nursery School Ltd
Registered person unique reference number	2701351
Telephone number	07791295993
Date of previous inspection	Not applicable

Information about this early years setting

Little Blossom Nursery School (Leavesden) registered in 2023 and is located in Watford, Hertfordshire. The nursery operates Monday to Friday from 8am to 5pm, all year round. The nursery employs 12 members of childcare staff, seven of whom hold appropriate early years qualifications at level 3 and above, including two staff who hold level 5 qualifications. The nursery provides the government funded places for all eligible children.

Information about this inspection

Inspector
Antonia Campbell

Inspection activities

- The inspector considered the views of parents by speaking to several during the inspection.
- The inspector and leaders held discussions, and the inspector looked at relevant documents, including evidence of the suitability of all staff.
- The inspector observed the interactions between staff and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and leaders completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with staff about the monitoring of learning and development in the setting and tracked the progress of 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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