

Inspection of Blossom Years Nightingale Lane, Bromley Pre-school - BR1 2SB

St Michael's Scout Hall, Nightingale Lane, Bromley, Kent BR1 2SB

Inspection date: 9 March 2023

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 settled. All children, including children with special educational needs and/or disabilities (SEND), arrive eager to play with their friends. Their behaviour is good. They confidently take off their coats and find their box to put their belongings in. Children feel safe and secure. They receive lots of positive praise for their efforts. They are eager to participate in a wide range of inspiring activities.

Older children concentrate well. For example, they take turns to find the matching colour and shape for their board and confidently identify the 'rectangle' and 'triangle'. Children are developing their early mathematical skills. Young children skilfully balance and jump on numbers and balancing beams, building on their gross motor skills, and access lots of fresh air. Children enjoy small-group sessions with external professionals. For example, they participate in sports and French lessons. Children take turns to name colours in French and use sign language to support their learning. They are encouraged to explore their own ideas with the wide range of resources and activities available to them. For example, children confidently use pens and scissors. They show delight when they work out how to make a ball with paper and masking tape. Children have a can-do attitude.

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

- The manager and staff provide an ambitious curriculum. Parents appreciate the partnership working to help new children settle quickly. However, the manager does not gather information from parents about children's experiences, backgrounds and languages. This would help build on their self-esteem. In addition, it would help children to build an awareness of their different cultures to gain a greater appreciation of the world around them.
- Staff have high expectations for all children. They observe and carry out regular checks of what children know and can do. All children, including children who receive additional funding and children with SEND, make secure progress across all areas of learning. However, some progress checks for children between the ages of two and three years do not clearly identify gaps in children's learning and their next steps. Having said that, parents comment that they appreciate the tips staff give them and the daily information about their children's day.
- Staff know children well and plan a curriculum following children's interests. For instance, children with SEND explore using their senses as they lay on large whiteboards and write with pens. Young children enjoy manipulating sand dough. This helps build on their fine motor and imaginative skills. However, staff do not always provide age-appropriate opportunities for all children to be involved. For example, more-confident children quickly share their ideas and lead activities and discussions. As a result, young children do not have the

opportunity to make the most of every learning experience.

- Children have lots of opportunities to develop healthy lifestyles. They wash their hands before having their snack and lunch. This teaches them about the importance of good hygiene. Children develop their independence skills. For instance, older children help to prepare the snack. They butter the bread carefully, using knives. Staff use opportunities to build on children's prior learning. For example, children confidently explain how butter comes from cows.
- Children have a good understanding of the daily routine. They behave well. For instance, children remind adults what to do when they hear the bell ring. They listen intently and follow instructions. Children know how to keep themselves safe. For example, they know what the red 'stop' and green 'go' signs in front of the garden door mean.
- Staff provide a broad range of activities in the outdoor area, which children access all year round. Staff teach children to recognise letters and the sounds they make. For instance, older children play alongside their friends using toy fishing rods to catch crabs and letters in the water. They confidently scream with delight, 'I know that letter, it's a 't' like in my name.' Children are developing skills for learning to read. This also helps build on their social skills.

Safeguarding

The arrangements for safeguarding are effective.

The manager follows safer recruitment procedures. Staff complete safeguarding training when they start and access ongoing training to build on their knowledge of child protection. Staff understand different types of safeguarding issues, such as the 'Prevent' duty and female genital mutilation. Staff have a good understanding of their roles and responsibilities in protecting children from harm. They know the possible indicators of abuse and how to escalate their concerns. Staff describe the actions they would take if they had concerns about the practice of a colleague. All staff are vigilant to ensure that the premises are safe and secure.

What does the setting need to do to improve?

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

- gather information from parents before children start to build on their sense of belonging, help celebrate children's differences and support their ongoing learning at home
- ensure that staff understand how to use the progress check for children aged between two and three years and share next steps with parents
- adapt the implementation of group activities to provide appropriate challenge and focus more precisely on supporting young children.

Setting details

Unique reference number	EY488057
Local authority	Bromley
Inspection number	10264925
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 5
Total number of places	32
Number of children on roll	53
Name of registered person	Blossom Years Limited
Registered person unique reference number	RP902275
Telephone number	07760891837
Date of previous inspection	29 June 2017

Information about this early years setting

Blossom Years Pre-School registered in 2015 and is based in a scout hall in Bromley, Kent. The pre-school offers care Monday to Friday, from 9am to 3.30pm. Sessional care operates from 9am to 12.30pm and 12.30pm to 3.30pm, term time only. There are seven members of staff, of whom five hold appropriate early years qualifications at level 3 and two are unqualified. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Colman

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 their evaluation of the provider.
- The inspector held discussions with the manager and staff throughout the inspection. She discussed how the curriculum is planned and implemented and how children's progress is monitored.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to children and parents.
- A meeting was held with the SEND coordinator to discuss the support for children with SEND who attend the provision.

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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