

Inspection of Blossom Years St Marys, Chislehurst Pre-school - BR7 5AQ

St Mary's Church Hall, High Street, Chislehurst, Kent BR7 5AQ

Inspection date: 10 May 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 develop strong, nurturing relationships with staff at this warm and welcoming pre-school. Children arrive at pre-school and those that are a little unsure are supported very well by staff to settle and feel comfortable in their surroundings. They are keen to explore the activities on offer. They have a positive attitude to learning and show high levels of enjoyment and curiosity. For example, staff use activities to develop children's small hand muscles as they enjoy mark making on the large wipe board. This supports children's early writing skills. Staff have high expectations for all children. The curriculum provided is designed to meet children's individual needs and stimulate the interests of all children, including those with special educational needs and/or disabilities.

All children behave well. They learn to take turns and share the resources. Children learn to be independent as they put coats on for the garden and serve their snacks. Children develop their physical skills. For example, they eagerly join in activities to develop their large muscles, balance and coordination as they use wheeled toys, race on balance bikes, climb tree trunks in the garden. Children enjoy regular yoga sessions to support their well-being. They are confident and are motivated to learn and develop skills needed for the next stage of their learning.

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

- The interim manager has designed a curriculum that allows all children to progress across all learning areas. It is designed and planned with all the staff and supports and builds on children's learning, linking to their transition to school. The planning of activities is both child-led and teacher directed. Staff are motivated and supported well by the manager, who involves them all in the planning. The manager and staff work well together, implementing strategies to support children with the recent changes.
- Children have good opportunities to develop their communication and language skills. Staff listen well to children and introduce them to new words to extend children's vocabulary. Staff provide good narrative to describe what they are doing and engage them in meaningful conversations. Staff focus on children's speech and language through songs and stories at group times. However, staff do not consistently use questions effectively to challenge children's thinking skills. For example, during story time, staff are animated as they read but do not challenge the children's thinking or seek their ideas or thoughts about the story.
- Staff are good role models and generally engage in a positive way when joining children's play. This said, at times during adult-led activities, staff do not check children fully understand what they need to do as staff explanations and instructions are rushed. Therefore, the younger or quieter children are unsure of what is expected. This means they do not have the same learning opportunities.

- Children confidently use mathematical language in their play. They accurately count how many ice creams they need to make as they play and the change they need to give to friends. Staff teach children the names of shapes they see around the garden and children confidently compare the different sizes of the bugs they find on the bug hunt. This supports children's understanding of early mathematical concepts and prepares them for the next stage in their learning.
- Staff help children to understand about healthy lifestyles. Children enjoy healthy snacks and lunch boxes as well as plenty of fresh air as they enjoy their time in the garden. Children learn about healthy and unhealthy foods during the sociable mealtimes with staff. Children's physical skills are promoted well. Children develop their physical skills as they ride bicycles and work together to move the see-saw or play games, such as 'What's the time Mr. Wolf?'
- Partnership working is good. Links with parents are robust and they comment that the nursery is 'fabulous'. Parents comment positively on how they have been completely informed of changes at the setting and the transition between managers have been smooth. Links with the local authority are highly effective. The manager has good links with the local community and other childcare professionals.

Safeguarding

The arrangements for safeguarding are effective.

The owner implements robust recruitment and vetting procedures to ensure staff are suitable to work with children. The manager places high focus on child protection. She ensures all staff keep up to date with current procedures in line with the local safeguarding partnership. Staff know how to recognise possible signs of abuse and know what to do should they have a concern about a child or a member of staff. They have a good understanding of all safeguarding issues. This helps to protect children's welfare. Staff are vigilant and carry out regular head counts and risk assessments to keep children safe.

What does the setting need to do to improve?

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

- improve staff's questioning techniques, so they challenge children's thinking skills to extend learning to the highest level
- support staff to check children understand what they need to do to enhance their learning further.

Setting details

Unique reference number	EY489225
Local authority	Bromley
Inspection number	10285438
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	35
Name of registered person	Blossom Years Limited
Registered person unique reference number	RP902275
Telephone number	07594417980
Date of previous inspection	5 October 2017

Information about this early years setting

Blossom Years St Marys, Chislehurst Pre-school - BR7 5AQ registered in 2015. The pre-school is situated within the London Borough of Bromley. It operates during term times only, Monday to Friday 9am until 3.30. The setting receives funding for the provision of free early education for children aged two, three and four years. The pre-school employs four members of staff, three of whom have a relevant childcare qualification. Of these, two are qualified at level 3 and one at level 2.

Information about this inspection

Inspector

Tracey Murphy

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 setting.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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 and manager completed joint observations and discussed the quality of teaching.
- Staff spoke to the inspector during the inspection.
- Parents and carers spoke to the inspector to share their views of 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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