

Blossom Montessori School

Connaught Road, Woking GU24 0HF



Inspection date	26 February 2019
Previous inspection date	14 July 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management team and staff work well together to create a harmonious environment. All staff are passionate about their roles and place a high priority on providing the best quality care and learning for all children. This ensures that all children, including those with special education needs and/or disabilities (SEND) make consistently good progress.
- Staff place a strong focus on supporting children's personal, social and emotional development. They know their children well and value their uniqueness and nurture their personal development exceptionally well. All children, including those who are quieter and less confident, develop excellent social skills and behave exceptionally well.
- Staff work very closely with parents and other professionals to successfully meet the needs of children with SEND. They share strategies so there is consistent and effective support for children and enables any gaps in their progress to close quickly.
- Staff make good use of new skills they gain from training and their own professional development successfully in the setting. For instance, they have introduced visual prompts to help children understand the nursery routines and promote their play choices. These strategies help children to gain skills that prepare them well for their eventual move to school.
- Occasionally, the detailed information obtained from parents about what children know and can already do when they join the nursery is not always used as well as it could be to precisely track children's progress from the start.
- The management team does not fully analyse assessment data to give them a precise understanding of different groups of children's progress to target teaching and enhance learning throughout the nursery.

What the setting needs to do to improve further

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

- use information obtained from parents on entry, to establish children's starting points in learning as soon as possible.
- strengthen the process of tracking children's progress to collate information about different groups of children and use this to plan ways to help accelerate their progress to an outstanding level.

Inspection activities

- The inspector spoke to children and staff, at appropriate times, during the inspection.
- The inspector completed a joint observation with the manager and assessed the quality of teaching and the impact this has on children's learning.
- The inspector looked at a selection of the setting policies, looked at evidence of suitability of all staff, children's records and discussed self-evaluation with the senior management team.
- The inspector spoke to parents on the day of the inspection and took account of their comments and views.

Inspector

Tara Naylor

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff have a good understanding of how to keep children safe. They understand their roles and responsibilities to promote children's welfare, including how to identify and report any child protection concerns. The management team implement robust recruitment procedures and ensures the ongoing suitability of all staff who work at the setting. The manager implements effective coaching and supervision of her staff, to ensure that the quality of teaching is consistently good. Staff take a proactive approach to develop their own knowledge and skills. They reflect on their own practice and identify how new skills can be used to improve outcomes for children. The manager monitors the quality of the setting and children's progress well, overall. This helps to ensure that children make good progress in their learning.

Quality of teaching, learning and assessment is good

Staff capture good opportunities to build on what children know and can do, following their individual interests well. For instance as children choose wooden blocks staff help them to grade the boxes in order of size. They give children time to think about how best to build a tower. Staff promote children's mathematical skills well. For instance, staff teach children about bigger numbers as they weigh ingredients for the birthday cake they make. Staff make regular observations and assessments of children's learning. Staff are skilled at spotting children who show signs that they may need extra support. They ensure that children who need additional support are helped to catch up, according to their stage of development.

Personal development, behaviour and welfare are outstanding

Staff develop a strong key-person system with all children and their families. Staff find out about children's personalities, play interests and individual needs. They know children incredibly well and are extremely nurturing in their care. Children form very close and trusting relationships with all staff. Staff recognise when children need extra support and strategies are used exceptionally well to help children who are less confident to develop excellent levels of self-esteem. Children's behaviour is impeccable. Staff teach children about the wider world through hands on experiences. For instance, they successfully involve parents in sharing their cultural celebrations with children in the setting. This helps children to develop an understanding of the differences and similarities between themselves and their friends. Parents speak very highly of the staff in the setting and value the outstanding care that staff provide their children.

Outcomes for children are good

Children develop good communication and language skills. Older children rapidly learn new words and are confident and articulate in their conversations. Younger children gain good physical skills. For instance, they learn how to change their shoes to go outside and tidy away plates and cups after snack time. Children are confident in using mathematics purposefully in their play. For instance, they learn how to count the numbers of times they stir the cake mixture before passing the bowl to their friends. Children develop exceptional social skills, which helps to prepare them well for their next stage in learning, including their eventual move to school.

Setting details

Unique reference number	EY479240
Local authority	Surrey
Inspection number	10076136
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	2 - 4
Total number of places	28
Number of children on roll	53
Name of registered person	Blossom Montessori & Pre-Schools Limited
Registered person unique reference number	RP903148
Date of previous inspection	14 July 2016
Telephone number	01483 488292

Blossom Montessori School has been in operation since 1994 and re-registered in 2014 following the change in ownership status to a limited company. The nursery is open term time only. Opening hours are from 9.15am to 12.15pm and from 12.45pm to 3.45pm, Monday to Thursday and 9.15am to 12.15pm on Friday. Parents also have the option of an early start from 8.45am to 9.15am. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery employs nine staff. Of these, one staff member has qualified teacher status and eight hold appropriate qualifications from level 2 to level 6. The nursery follows the Montessori approach to teaching.

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