

# Inspection of Blossom Tree Montessori

Blossom Tree Montessori, Joel Street Farm, Joel Street, Pinner, Middlesex HA5 2PD

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Inspection date: 20 February 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Not applicable

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children arrive at the nursery with a smile. They are happy, excited and cheerful throughout the day. They build exceptional bonds with staff and one another. Children are extremely comfortable and settled, and they fully understand what is expected of them. Behaviour is impeccable. Across the nursery, children are extremely sociable. They learn new vocabulary and develop their already exceptional skills in listening, sharing and taking turns. Children delight in taking part in activities and experiences that are accurately linked to their interests and learning needs. They benefit from highly stimulating environments, inside and outside. Teaching is outstanding. Children enjoy a flowing balance of child-led and adult-led activities and play. For example, babies showed great excitement while guessing items that staff took out of a bucket. Toddlers eagerly explored a 'nursery' that staff had created in their role-play area to teach them about self-care and how to care for babies. Pre-school children show impressive language and thinking skills. For example, they created elaborate stories using objects randomly placed in a box by staff. Children show superb imagination and creativity and use sophisticated language. They are highly motivated learners and achieve to their full potential across all areas of learning. Partnerships with parents are exceptional. Children benefit fully from the excellent sharing of information between staff and parents. They have continuous support and thrive.

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

- The exceptionally well-qualified and experienced staff expertly observe and assess children's learning. They are extremely knowledgeable about children's needs and monitor their progress closely. This information is shared with parents and leaders to ensure that gaps in children's learning are immediately remedied.
- Children of all ages learn to respect others. They take part in outings which contribute to their learning about their community and the different cultures around them. These include visits to local shops, play areas and the neighbouring care home, where they show their care for older people and learn from them.
- Children enjoy highly exciting and challenging opportunities that develop their physical skills. For example, they explore the exceptionally well-equipped garden and playground. They take part in sports and extracurricular exercise sessions. Staff successfully teach children about the importance of keeping fit and healthy.
- Children enjoy freshly cooked organic food. Menus are created by professional chefs who, with the help of parents, ensure that children's likes, dislikes and dietary preferences are met. Children learn about healthy eating and what is good for their bodies by discussing the size of their portions, for example. They serve their own food and assess how much they will actually eat to avoid leftovers.

- Children develop the skills they need to support their future learning. For instance, they actively learn to help staff during routines such as mealtimes. Children prepare the tables, calculating and organising the cutlery at each table. They demonstrate exceptional self-control and self-esteem. Parents highly praise staff's practice in supporting children's independence.
- Staff complete highly effective risk assessments of play areas, outings and the garden. They teach children to risk assess their actions and play. Children's safety is staff's utmost priority.
- The manager is inspiring. She is extremely knowledgeable and has developed an astute and highly skilled team. The manager conducts ongoing supervision meetings and coaching sessions for staff. She and her staff have a shared vision of the high-quality practice they want to provide for children at all times.
- The manager continually challenges staff's knowledge and skills. She provides first-class training and plenty of opportunities for them to extend their qualifications. Staff highly praise the opportunities they have to develop their skills and enthusiasms. Leaders and managers act with exceptional integrity towards staff. They fully recognise their hard work and well-being. Staff say that they feel extremely happy at work and are inspired and supported in their roles.
- Leaders and managers successfully evaluate the strengths and weaknesses of the setting. They engage parents, children and staff in reflecting on the services provided. The manager sets ambitious goals. She and her staff demonstrate a drive and determination to improve and develop their skills. This helps to ensure that children are given an excellent start to their education. Parents are highly complimentary and praise staff's dedicated care and teaching.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and managers have high expectations of staff, especially regarding their knowledge of safeguarding. Staff receive rigorous safeguarding training, including ongoing discussions and workshops on child protection. They monitor the welfare of the children vigilantly. Staff demonstrate detailed knowledge of the signs that could indicate a child is at risk of harm, including from exposure to radical and extremist views. Managers and staff have an excellent understanding of their duty to identify and respond to concerns about a child and/or member of staff working with them. Leaders maintain meticulous recruitment procedures. They ensure staff's suitability through ongoing checks.

## Setting details

<b>Unique reference number</b>	EY559997
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	10144320
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 5
<b>Total number of places</b>	67
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Blossom Tree Montessori Limited
<b>Registered person unique reference number</b>	RP559996
<b>Telephone number</b>	01923 273 300
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Blossom Tree Montessori registered in 2018. The nursery operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The nursery employs 18 members of childcare staff, of whom 12 hold early years qualifications at level 3 and above. The nursery offers funded education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Karina Hemerling

## Inspection activities

- The inspector went on a learning walk with the manager and discussed the aims of the curriculum and how the learning environment is organised.
- The inspector observed a range of activities and completed joint observations of activities in each room with the manager and room leaders. She evaluated the quality of the curriculum and the impact on children's learning.
- The inspector talked to parents, staff and children at appropriate times. She took account of their views and the experiences they have at the nursery.
- The inspector looked at documents, including complaints procedures, first-aid certificates and staff's suitability checks and qualifications.
- The inspector discussed the leadership and management of the nursery with the manager and one of the directors.

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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