

Budding Learners

Jennings Hall, Slough Lane, Kingsbury, NW9 8QG



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| Inspection date | 2 April 2015 |
| Previous inspection date | 1 April 2009 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|----------------------------------------------------------------------------------------|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| How well the early years provision meets the needs of the range of children who attend | | Good | 2 |
| The contribution of the early years provision to the well-being of children | | Good | 2 |
| The effectiveness of the leadership and management of the early years provision | | Good | 2 |
| The setting meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- The dedicated and professional staff are kind, caring and considerate towards the children. As a result, children are very confident and secure in the nursery.
- Staff have developed an effective partnership with parents. Parents speak highly of the staff in the nursery and the progress their children have made. In particular, the good communication between themselves and the staff.
- Staff have high expectations of the children and, as a result, plan challenging and exciting activities for them.
- Staff attend relevant safeguarding training. Therefore, they are secure in their understanding and responsibility towards protecting children. As a result, children are safe as they play and learn.
- Staff provide a stimulating and challenging environment for children to explore. They effectively use visual displays to create an appealing setting for children to learn.
- Staff provide many opportunities for children to make the most of their language and communication skills. Children become confident communicators both in one-to-one situations and in groups.

It is not yet outstanding because:

- Staff do not make the most of opportunities to promote children's independence, particularly at meal and snack times. In addition, the planning at meal times means some children are waiting for a long time to eat their food.

What the setting needs to do to improve further

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

- develop arrangements at meal times to allow children to become independent and to ensure the timings mean children are eating together and not waiting for long periods for their food.

Inspection activities

- The inspector observed children's play and staff interaction, inside and outside.
- The inspector completed a joint observation with the manager.
- The inspector talked to parents, staff and children, and held regular discussions with the manager in the nursery.
- The inspector examined documentation, including a representative sample of children's records, development plans and staff records.

Inspector

Julie Biddle

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Systems for the assessment of children are focussed and accurate, clearly showing how children have made good progress in relation to their starting points. Staff work with parents to gather information about their children's abilities, to build a picture of the starting points in their development. Staff use clear records to keep parents and other professionals supporting children well informed about their progress. This means parents feel their children are very well supported to make the best possible progress in their learning. Staff use good teaching techniques to engage children during play and to encourage their learning. They use effective questioning to encourage children to reflect and think for themselves. For example, children were asked the letters needed to make words. Their creative skills were enhanced when staff encouraged them to think about the types of materials they wished to use.

The contribution of the early years provision to the well-being of children is good

The calm but industrious environment that staff develop provides children with interesting and wide-ranging indoor and outdoor spaces and activities. Children develop the skills required for the move on to school. They take part in activities which become increasingly more focused and that develop their self-care skills. Children have some opportunities to be independent. For example, they are encouraged to put on their coats when they are going into the garden. However, staff do not promote children's independence as well at meal times. Additionally, the arrangements at this time mean some children are waiting a long time for their food. Staff use activities to talk to the children about taking turns and sharing. This helps children to feel confident and develops their self-esteem. Furthermore, processes to help children settle into the nursery are highly effective. As a result, children are completely secure and confident. All children develop healthy lifestyles. They have many opportunities to enjoy exercise in the fresh air. Staff use the outdoor area to further extend learning. For example, children and staff talk about the colours of the traffic lights. Children know red means stop and they remind their friends to stop at the lights.

The effectiveness of the leadership and management of the early years provision is good

The children benefit from a manager and dedicated staff group who are committed to providing a high quality service, which strives to continually improve. Ongoing appraisals and interim meetings between appraisals are undertaken with all staff members to help drive improvement in teaching and identify training requirements. This means that they are continually improving the methods they use for teaching and the assessment of children's learning and development. Good levels of qualifications and ongoing training have a very positive effect on the quality of the learning experiences for children. Self-evaluation is ongoing and results in continuous improvement, which benefits the children.

Setting details

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| Unique reference number | EY300693 |
| Local authority | Brent |
| Inspection number | 834035 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 63 |
| Number of children on roll | 50 |
| Name of provider | Budding Learners Limited |
| Date of previous inspection | 1 April 2009 |
| Telephone number | 0208 238 9517 |

Budding Learners registered in 2005. The nursery is located in the London Borough of Brent. The nursery is open each weekday from 8am to 6pm for 48 weeks of the year. The nursery receives funding for the provision of free early education to children aged three- and four-years-old. There are 10 members of staff, of whom two hold Qualified Teacher Status, three hold an appropriate early years qualification at Level 4 and five hold a qualification at Level 3. The nursery operates in line with the Montessori education philosophy.

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