

# Inspection of Buds That Blossom

Wharf Road, Wendover, Aylesbury, Buckinghamshire HP22 6HF

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Inspection date: 28 February 2022

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is good

Children have many opportunities for outdoor learning. They show interest in the well-thought-out activities provided for them. Children have fun taking part in a bug hunt. They use magnifying glasses and bug collectors to look for 'wiggly worms', and scream with excitement when they make their discovery. Children confidently develop their physical skills. They use their large muscles to roll large logs and find insects. Babies are given many opportunities to develop their walking skills. They pull themselves up on equipment and use walkers to take steps.

Children behave well. They show good manners and respect for one another at mealtimes and during activities. For example, children show their friends where to sit, and talk about the food they eat. Children have a positive attitude to learning. They show interest in recognising the sound of the first letter in their name, in preparation for school. Children have a sense of self and their families. They show enjoyment in looking through pictures in their 'family book', which helps them to settle well into nursery.

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

- Leaders identify areas for further development using detailed action plans. For instance, they develop children's independence skills at mealtimes. Staff are supported well through supervision and inducted thoroughly. They are given training opportunities to further their knowledge and understanding of the curriculum and how children learn. For example, staff receive training on early literacy skills. This has prompted them to review the opportunities for children to practise mark making, such as drawing maps. Additional funding for children is used well to enable parents to improve their family life circumstances.
- Staff and leaders use assessment well to check what children know and can do, in order to inform teaching. Children with developmental delays are supported well and their parents are updated about their child's progress. Staff give many opportunities for children to develop their communication and language skills. Children enjoy listening and responding to familiar stories, rhymes and songs.
- Staff demonstrate that they understand how children learn through a well-organised curriculum. They use children's interests to plan for their next steps of learning. However, on occasions, children lose interest, and some staff do not provide sufficient challenge for the most-able children.
- Staff have high expectations of children. This is reflected in children's positive attitudes to learning. For instance, they show pride in building a house from blocks. When children struggle with their behaviour, for example with sharing, staff take appropriate action to support them in understanding a sense of what is right and wrong.
- The key-person system is effective. Children form secure attachments with the

staff who care for them, which promotes their well-being and independence. Staff praise children regularly, which helps them to become confident learners. For example, when babies try to take their initial steps, staff clap and children smile in return. Children with special educational needs and/or disabilities are well supported with their individual plans.

- Parents speak highly of the staff and the setting. They talk about the effectiveness of the settling-in process and support for new parents, and the effect from the COVID-19 pandemic. Parents are made to feel reassured and home learning is well supported. They receive home learning bags based around children's interests and areas of development, for example oral hygiene.
- Staff teach children about the world in which they live. They celebrate festivals and taste food from around the world. Staff provide a healthy diet. They use mealtimes as an opportunity to talk about healthy eating. For example, staff encourage children to talk about the food they like and dislike.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff demonstrate a clear understanding of the processes if they had a concern about the welfare of a child. Safer recruitment procedures are implemented to check the suitability of staff, both before and during their employment. Staff keep children safe through daily activities. They carry out regular headcounts and supervise children well as they move from the rear garden to the front door. Staff closely monitor children who have allergies and dietary needs. They have a good understanding of food safety. For example, they cut up spaghetti into smaller pieces to minimise the risk of children choking.

## **What does the setting need to do to improve?**

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

- strengthen the planning of adult-led activities to ensure the most-able children are fully engaged and their learning is sufficiently challenged.

## Setting details

<b>Unique reference number</b>	2574427
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10225391
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	67
<b>Number of children on roll</b>	67
<b>Name of registered person</b>	Buds That Blossom Limited
<b>Registered person unique reference number</b>	2574426
<b>Telephone number</b>	07808205507
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Buds That Blossom registered in 2020 and is situated in Wendover, Buckinghamshire. The nursery is open each weekday, from 7.30am to 6.30pm, for 51 weeks of the year. It is in receipt for the provision of free early years education for three- and four-year-old children. The nursery employs 15 staff. Of these, nine hold a recognised childcare qualification to level 3 or above.

## Information about this inspection

**Inspector**  
Sally Paton

## Inspection activities

- This was the first routine inspection the setting 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 joined the inspector on a learning walk and talked about their curriculum and what they want children to learn.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector observed children, both indoors and outdoors, to assess the interaction between the staff and children.
- The inspector spoke with the manager throughout the inspection to keep them updated as the inspection progressed.
- The inspector spoke to a sample of parents and received emails from other parents, to gain their views of the service provided.

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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