

Inspection of Budbrooke House Childrens Nursery

Budbrooke House, Birmingham Road, Budbrooke, WARWICK CV35 7DX

Inspection date: 8 August 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children separate confidently from their carers with support from familiar staff who greet them at the main door. Children feel safe and at ease in the care of staff. They form secure attachments with their key person and staff within their room. Children show curiosity and excitement in their play. Purposeful activities engage children with interest in their learning. Staff support children to make good progress in their development. For example, toddlers have fun pretending to make a strawberry cake outside in the garden. They use their senses when exploring minibeasts hidden among natural materials, such as grass and logs.

Children behave well. They learn to use good manners, such as saying 'please' and 'thank you' during mealtimes. Staff support children to take turns, such as when toddlers make cakes and wait for their turn to mix the ingredients. Staff praise children consistently throughout the nursery, such as for sharing, taking turns, sitting nicely and listening. This helps children to develop their understanding of the behaviour expectations well.

Staff understand areas of children's development and learning that may need extra support as a result of the COVID-19 pandemic. They understand the importance of promoting children's communication and language development and social skills. Children hear language consistently. Overall, staff support children to develop and use their vocabulary well. For example, staff engage in conversation with children, sing songs and rhymes and skilfully read stories.

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

- Leaders have a strong vision for providing high-quality care and for making ongoing improvements. They carefully consider the curriculum and how it supports children's learning. The curriculum builds on what children already know and can do and supports them to develop essential skills as they progress through the nursery. Leaders support staff's well-being and ongoing professional development very effectively. Staff say they feel that they are supported extremely well by the leaders.
- Staff provide good-quality interactions to support children's learning. For instance, staff ensure that nappy changes are completed with individual care and attention for each child. This helps to support children's language development well as staff sing and talk to young children, giving them focused and uninterrupted time. On occasion, staff sometimes do not use questioning as well as possible with the older children. For example, at times, the questions staff ask children only require a one-word answer. This does not fully encourage children to think and respond using a wider range of language.
- Staff promote children's positive behaviour from a young age. This includes

learning to take turns and respecting their environment. Staff regularly praise children for their efforts and engagement during daily activities. This promotes children's self-esteem and confidence securely. Children learn to be responsible. For instance, they help to tidy up with support and praise from staff.

- Children are confident learners who are engaged and motivated in their learning. For example, in the baby room, staff roll a ball through a tunnel to encourage babies to crawl towards it. This encourages children to strengthen their bodies and practise developing skills.
- Children show an understanding of good hygiene practices such as handwashing. They mostly develop a good level of independence for their age during their care routines. However, on occasion, staff sometimes do not fully encourage children's independence in their self-care. In addition, at times, staff do not consider checking with children before attending to their care needs, such as when wiping their nose.
- Staff promote children's understanding of healthy lifestyles. For example, children learn about healthy choices through cooking activities, such as when making cakes using courgettes. Staff and children talk about the courgette being a vegetable and healthy choices. Parents compliment the healthy food choices and varied menu available at the nursery. They comment that this supports their children to make healthier choices at home.
- Staff share information with parents about their child's development. They support parents to continue children's learning at home. For example, staff talk to parents about how to support children's developing language skills, such as through singing songs at care times and reading stories with children at bedtimes.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are extremely committed in their role to keep children safe. Staff have a very secure knowledge of the procedures to follow if they should have concerns about a child or another member of staff. Leaders implement robust recruitment and induction procedures. These help to check that staff are suitable to work with children. New staff complete relevant training to support their knowledge of their roles and responsibilities. The premises are secure and staff complete risk assessments, which helps to promote children's safety. Staff are deployed throughout the nursery effectively. This helps them to supervise children closely and meet their needs. Staff consider children's well-being effectively. For example, on hot days, children use the garden during the morning when it is cooler.

What does the setting need to do to improve?

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

- build on staff's awareness of how to help children recognise their care needs and enhance their independence further
- strengthen staff's skills to support all children to develop their understanding and use of language, for example through the use of questioning.

Setting details

Unique reference number	200541
Local authority	Warwickshire
Inspection number	10116240
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 2
Total number of places	43
Number of children on roll	56
Name of registered person	Budbrooke House Children's Nurseries (Warwick) Limited
Registered person unique reference number	RP905599
Telephone number	01926 403103
Date of previous inspection	30 October 2014

Information about this early years setting

Budbrooke House Children's Nursery registered in 2006. It is a limited company and is one of two settings run by the providers. It operates on the outskirts of Warwick. The provider receives funding to provide free early education to children aged two. The nursery opens every weekday, from 7.30am to 6pm, for 51 weeks of the year. The nursery employs 23 members of childcare staff, 19 of whom hold appropriate early years qualifications at level 3 and upwards.

Information about this inspection

Inspector

Janice Savage

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 provider.
- Staff spoke with the inspector at appropriate times during the inspection.
- The quality of education being provided, indoors and outdoors, was observed and the impact on children's learning was assessed.
- Interactions between staff and children were observed throughout the inspection.
- The inspector and the manager conducted a joint observation of a communication and language activity.
- The views of parents were considered during the inspection process.
- Discussions with the leaders about the leadership and management of the nursery were undertaken.
- The manager, support manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum and what they want children to learn.

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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