

# Inspection of Almond Bud Day Nursery

44-45 Windmill Street, Gravesend, Kent DA12 1BA

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Inspection date: 5 January 2023

<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 demonstrate that they feel happy and safe. For example, on arrival they receive a warm welcome from caring and nurturing staff, who greet them with open arms and big smiles. Children happily separate from their parents in the garden, before quickly engaging in their play. They are settled and eager to explore the environment that has been well planned to meet their needs.

Children make continued progress across the seven areas of learning and development. Staff have high expectation for all children, including those with special educational needs and disabilities. For instance, the special educational needs coordinator ensures that personalised support is implemented to meet individual children's needs. This ensures that every child gets the best possible start in their early education and are more than ready for their next stage of learning, especially school.

Children have positive attitudes to their learning and play. For example, during free play, children dress up and role-play superheroes. They have a good understanding of how to keep themselves safe as they discuss the rules of their game such as 'no pushing'. Other children are welcomed into their game when they ask 'Can we join in?'. They respond positively to each other and are deeply engaged in their play as they lead their own learning.

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

- Staff know their individual key children well. This enables them to plan an effective curriculum that is built around their current interests. For instance, children eagerly join in with a sensory activity about farm animals. They are highly engaged as they freely explore the resources that have been well planned to ignite their curiosity. Staff consistently introduce new language to children as they describe the texture of items in the tray. Children are supported well to lead their own learning through play and exploration, as skilled staff extend their knowledge successfully.
- There are some occasions when staff plan activities that are too complex for older children within the setting. For instance, during adult-led activities, some children struggle to follow the directions that are being given to them. They become disengaged as they wait for staff to support them to complete these tasks. This impacts on their motivation and self-esteem as they are unable to continue their learning and feel successful.
- Children's behaviour is good across the setting. They have a clear understanding of the behaviour rules that are in place. For example, children must mount several flights of stairs to access the garden. They listen and respond positively to staff when they are reminded of how to keep themselves safe. They take it in

turns and wait patiently for their friends to go onto the next step before following in a sensible manner. Children's positive attitudes are reflected well in their conduct and behaviour, and relationships between staff and children clearly demonstrate a respectful culture.

- The provider creates an environment that values and promotes diversity. For instance, children regularly learn about different cultures and faiths. Children recently enjoyed celebrating Diwali. They explored different types of traditional food that families share during the festival by making and eating their own samosas. Children develop a good understanding of their differences and what makes them unique.
- However, the provider does not support children well enough to develop an effective understanding of how to use the internet safely. For instance, staff miss opportunities to teach children about online safety and where to get support if they need it. Therefore, children do not develop the knowledge and skills that they need for future learning, especially school.
- Parent partnerships are a strength of the provider. For example, parents receive regular updates about their children's progress and development through an online platform, and regular parents' consultations that take place throughout the year. Parents know what their children's next steps in learning are and consistently share positive feedback about how 'happy and approachable' the staff are. This ensures that there is continuity in care and education between the setting and home. This has a positive impact on the outcomes for all children, including those with SEND.

## Safeguarding

The arrangements for safeguarding are effective.

The provider and her management team fully understand their duty to protect children in their care from harm. They have implemented a thorough recruitment and induction process to ensure that staff are suitable to work with children. The staff team have a very good understanding of a range of safeguarding issues that may impact on children, such as the 'Prevent' duty, county lines and domestic violence. They know who to make referrals to if they have a concern, and have a very good understanding of the whistle-blowing policy, if they ever had concerns about the senior management team.

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

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

- support staff to develop their knowledge to enable them to plan suitably challenging activities
- improve teaching so that children develop an understanding of how to keep themselves safe online.

## Setting details

<b>Unique reference number</b>	2611558
<b>Local authority</b>	Kent
<b>Inspection number</b>	10264721
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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>	66
<b>Number of children on roll</b>	77
<b>Name of registered person</b>	Fishgate Consulting Limited
<b>Registered person unique reference number</b>	2611560
<b>Telephone number</b>	07985216783
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Almond Bud Day Nursery registered in 2020. It operates from Gravesend, in Kent and is open from 7am to 6.30pm, Monday to Friday all year round. There are 15 members of staff, nine of which hold relevant qualifications at level 3. The nursery accepts funding for the provision of education for children aged two, three and four years.

## Information about this inspection

### Inspector

Nicky Webb

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

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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