

# Inspection of Early Buds Nursery

Foster Hall, Wellesley Road, London E17 8QX

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Inspection date: 19 December 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children happily arrive at the nursery and separate from their families with ease. They quickly settle into the routine of the day and become engrossed in their play. There is a calm atmosphere, with children positively engaged in their learning. Children enjoy a warm, nurturing environment. They feel safe and secure at the nursery. Children demonstrate a positive attitude to their learning. They freely choose the activities which they want to take part in and happily engage in a variety of experiences. For example, older children enjoy making gingerbread biscuits and younger children enjoy exploring a wealth of sensory resources.

Children feel valued in this engaging and happy environment. They build on their emotional vocabulary. Staff support children to understand their feelings and encourage them to talk about them. Children discuss what makes them happy, sad or angry and why. Children behave well and have an excellent understanding of the rules in the nursery. Staff support children to resolve conflicts. For example, they use a sand timer to help children to wait for their turn. Parents are extremely happy with the care which their children receive. They comment on the good communication from staff, and how staff share information about their child's care and learning.

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

- Managers think carefully about how to support staff's well-being. They consider staff's workload to ensure that this is manageable for them. Staff's morale is high. They work well as a team and speak respectfully to each other. Staff feel well supported by managers and receive regular supervision sessions. Staff access a variety of training opportunities to ensure that they have up-to-date knowledge and skills.
- Managers strive for continuous improvement. They regularly review the learning programme and the nursery environment. Recent changes to the nursery's layout have had a positive impact on the children's learning experiences. For example, toddlers and older children now have their own play areas, which helps staff to provide age-appropriate play experiences.
- Children's communication and language development is at the centre of all activities. Staff working with all age groups of children speak clearly to children as they play. They introduce new vocabulary and model good grammar. Staff provide targeted, small-group activities to promote all children's language skills. For example, staff provide visual prompts, such as a song bag with toys to represent different rhymes to encourage children's participation. Children look at books with staff, listen and engage with enthusiasm at story time.
- Staff regularly observe and assess children's development. They quickly identify children who may have special educational needs and/or disabilities. Staff take

swift action to help families access relevant services from other agencies. This helps to ensure that children with a specific need are appropriately supported and helps all children to make the best possible progress. Children who speak English as an additional language make good progress.

- Children enjoy freshly cooked, healthy meals and snacks throughout the day. Mealtimes are sociable occasions in all rooms in the nursery and children's independence is encouraged. Older children serve their own food and pour their own drinks, while babies and young children are encouraged to feed themselves.
- Staff in the baby room are attentive and caring. They take every opportunity to praise and encourage children when they develop new skills. For example, staff clap and cheer as young children learn to walk unaided. However, staff plan some adult-led activities which are at times pitched too high to enable children to fully engage in purposeful learning. For example, they focus younger children's creative play experiences on the end product, rather than encourage children to explore materials and have their own ideas.
- The key-person system is strong. Staff demonstrate that they know children very well. Children enjoy visits to the local community and access plenty of books which reflect different cultures. However, staff do not provide consistent opportunities for children to learn about different communities and cultures when they play.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers demonstrate that they understand their roles as designated safeguarding leads for the nursery. They attend relevant training to keep their knowledge up to date. Staff understand the nursery's safeguarding procedure, and know how to identify the signs of abuse. They know what to do if they have concerns about the welfare of a child and how to report safeguarding concerns to relevant agencies. Staff follow the risk assessments that are in place and encourage children to manage their own risks. For example, they learn to be careful when climbing. Children are supported by staff when taking risks to ensure their safety.

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

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

- plan adult-led activities more carefully to take into account children's age and stage of development
- continue to enhance opportunities for young children to learn about different cultures and communities beyond their own.

## Setting details

<b>Unique reference number</b>	EY458612
<b>Local authority</b>	London Borough of Waltham Forest
<b>Inspection number</b>	10236082
<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 3
<b>Total number of places</b>	44
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Ambia, Sheikh Mohammad Mahfujul
<b>Registered person unique reference number</b>	RP903398
<b>Telephone number</b>	020 3794 6930
<b>Date of previous inspection</b>	18 January 2017

## Information about this early years setting

Early Buds Nursery registered in 2013. It operates from a church hall in a residential area of Walthamstow in the London Borough of Waltham Forest. The nursery opens all year round, from 7.45am until 6pm, Monday to Friday. It provides funded early education for children aged two, three and four years. The nursery employs 15 staff. Of these, nine hold a recognised childcare qualification to level 3 or above. Two staff hold qualified teacher status and one is a qualified speech and language therapist.

## Information about this inspection

### Inspector

Claire Nunn

## Inspection activities

- This was the first routine inspection the nursery 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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector carried out a joint observation with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to management, staff and children to gather their views.

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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