

Inspection of Spring Buds Day Nursery

12 Park Avenue, Southall UB1 3AJ

Inspection date:

11 November 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's safety cannot be assured in this setting. This is because leaders and staff lack understanding of the setting's policy and procedures for safeguarding. For example, leaders and staff are not fully aware of the procedures they have to follow when a child discloses sensitive information to them or when an allegation is made against another staff member. This means that they will not act promptly if a concern arises, which puts children at risk of harm.

Leaders do not effectively monitor the quality of the nursery. They have not taken sufficient actions to address weaker practice. This means that they are not meeting several requirements of registration. Staff are not always deployed well to support children's learning. This leads to some children having varied experiences and limited interactions with adults. As a result, some children wander around without purpose. This impacts negatively on their attitudes towards learning and the progress they are able to make. The key-person system is ineffective. For example, not all parents know who their child's key person is. Staff do not ensure that they offer a settled relationship for children and do not build a relationship with their parents. This impacts negatively on children's well-being and how secure they feel in the setting.

The provider has failed to notify Ofsted of significant changes, this is a breach of requirements.

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

- Although leaders know what they want children to learn and design a suitable curriculum, they do not monitor the effectiveness of its implementation. At times, staff do not plan and sequence activities to effectively support children's learning. Staff do not deploy themselves effectively and mostly supervise children during their free play. Additionally, staff often fail to help children to build on what they already know and can do.
- Staff interactions with children are inconsistent. At times, staff do not support children to develop their communication skills. For example, staff do not engage with children who choose to speak less. Some children have varied interactions, often limited to instructional language. Staff do not encourage children to join in with conversations.
- Although children generally behave well, staff do not explain rules and expectations to them. On occasions, when children have difficulties in sharing or turn-taking, staff are not good role models of positive behaviour. They fail to respond to children's behaviour appropriately and do not support their emotional well-being. Staff do not help children to resolve the conflict and to manage their emotions effectively.

- Staff do not support children to become more independent. They do not help children to gain self-care skills, as they do not teach them how to manage their personal care, such as toileting independently. Water is not easily accessible, and children must ask staff to be served a drink. This does not help to prepare children well for their next steps in their learning, including transition for school.
- Children have some opportunities to develop their hand-muscles as they enjoy messy play, such as water and sand activities. They mix ingredients as they make play dough, which they knead and roll. Children are encouraged to join in with painting activities and hold a paintbrush correctly.
- Staff do not always provide children with enough experiences to develop their gross motor skills. Although staff ask some children to ride bicycles inside, when outside area is not available, they do not ensure that all children have opportunities to strengthen their physical skills.
- The key-person system is ineffective. Although staff collect children's starting points during settling-in sessions, they do not use them to inform their planning. Key staff do not spend sufficient time with their key children and do not provide them with high-quality education. Staff do not ensure that an effective key-person system is in place. They do not build effective relationships with parents to ensure that the care and education they provide meets each child's individual needs.
- Leaders do not use performance management processes, such as supervision and training, to identify and deal with issues relating to staff's practice. The weaknesses in their practice and teaching negatively impacts the progress children make.
- Parents comment that they are happy with the details about children's learning they receive through the setting's online application.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders and staff do not have sufficient knowledge and understanding of the procedures they need to follow if they have concerns about children's welfare and the conduct of a member of staff towards children. This means they would not be able to act effectively when a concern arises. Additionally, the provider does not ensure that children's attendance is accurately recorded. This impacts children's safety in the setting. Staff hold suitable first-aid certificates. Leaders have appropriate procedures in place to check the suitability of staff working with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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improve management's and staff's knowledge about child protection issues; including how to identify and manage concerns in line with the local safeguarding partners and what to do when an allegation is made against a member of staff	11/02/2023
ensure staff are deployed appropriately to meet children's needs	11/02/2023
improve the curriculum planning and delivery to support children to make good progress	11/02/2023
implement effective strategies for managing children's behaviour in positive and appropriate ways	11/02/2023
ensure a key-person system is implemented that builds effective relationships with parents and provides children with tailored experiences to meet their needs	11/02/2023
improve supervision, support and mentoring for staff so that weaker practice is identified and targeted training is provided to help improve staff's teaching skills and raise the quality of education to a good or higher level	11/02/2023
improve knowledge of changes that must be notified to Ofsted	11/02/2023
ensure that the children's attendance is recorded accurately.	11/02/2023

Setting details

Unique reference number	2604347
Local authority	Ealing
Inspection number	10258874
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	2 to 4
Total number of places	20
Number of children on roll	32
Name of registered person	Spring Buds Day Nursery Ltd
Registered person unique reference number	2604345
Telephone number	02085744573
Date of previous inspection	Not applicable

Information about this early years setting

Spring Buds Day Nursery registered in 2021. The nursery is situated in Southall, in the London Borough of Ealing. The nursery operates weekdays, between 7am and 7pm, all year round. There are five members of staff, of whom four have relevant early years qualifications ranging from level 2 to 3.

Information about this inspection

Inspector
Agnes Wink

Inspection activities

- This was the first 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.
- Children, parents and staff shared their views of the setting with the inspector.
- The manager joined the inspector on a learning walk and discussed their curriculum.
- The manager and the inspector carried out a joint observation of a group activity.
- The inspector looked at the relevant documentation.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.

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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