

# Inspection of Spring Buds Day Nursery

12 Park Avenue, Southall UB1 3AJ

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Inspection date: 9 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
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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	Inadequate

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

### The provision is good

Children are happy and spend their time purposefully in this friendly and caring nursery. They are secure, settle quickly and know what is expected of them. Children behave very well; they know to share and show kindness to each other. Children receive lots of praise and encouragement. As a result, they are confident to try new things and show high levels of self-esteem.

Managers and staff have high expectations for every child and support them well. The stimulating, well-designed curriculum supports all children's learning. Children become absorbed in the engaging activities.

Children benefit from daily opportunities for fresh air and exercise. They make trips to the local park and enjoy playing in the outside area. They develop their physical skills, using a wide range of resources. Children use wheeled toys and learn to move their bodies. Children enjoy using large crayons to make marks, and use brushes to paint water on the outside walls. They learn to solve problems, as they work out how to fit large blocks to build towers. They work well in small groups, finding solutions as to how to roll and stack large tyres.

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

- The nursery has made significant improvements since the last inspection and have addressed all previous actions. The manager works with early years advisers to make improvements. Ongoing professional development opportunities ensure that staff understand their role and build on what they know. The rich curriculum has improved opportunities and outcomes for children. An effective key-person system helps children feel secure and at home in the nursery.
- All children, including children with special education needs and/or disabilities make good progress from their starting points. Activities are age appropriate and build on children's skills. Staff observe children and identify the next steps in their learning. The nursery has effective links with other professionals working with children to identify and close any gaps in their learning and ensure the best outcomes for all children.
- Children are confident, motivated to learn and try new experiences. For example, children thoroughly enjoy sensory play. They have great fun playing imaginatively. They use their small muscles to scoop and pour coloured water and explore the pretend pond. Staff introduce mathematical language, encouraging children to measure and count. They learn about the natural world as they use magnifying glasses to search for minibeasts and make pictures with leaves.
- Overall staff support children's developing communication skills well. Staff find

out about any additional languages children speak at home, including familiar words they use. Staff use their language skills and flash cards to support communication further. Children listen to stories and use familiar words, as they sing rhymes. Staff extend children's vocabulary by introducing unfamiliar words and ask questions. However, at times, during small-group activities, the background noise levels impact on children's ability to be able to listen carefully and focus on instructions.

- Partnership with parents is strong. Staff obtain information about children from the start. This helps to ensure that staff meet children's individual needs and interests. Daily feedback, newsletters, meetings, and online information help keep parents well informed. Parents value the feedback they receive about their child's development. Staff provide ideas of how they can support their children's learning at home. Parents comment their children really enjoy coming to the nursery and make good progress.
- Staff help children develop skills in preparation for their next stage of learning, including school. Children recognise the letters in their names at self-registration. They develop their independence as they wash their hands and pour drinks. Children learn about healthy lifestyles. They understand about the benefits of exercise and enjoy healthy food. Children learn about good dental hygiene. They listen to stories and learn how to brush their teeth.
- Children are developing an awareness of diversity, cultures and respect for others. They celebrate different festivals and events, such as the King's Coronation and Diwali. Children form close relationships with each other and staff. They show kindness and understand the importance of helping others.

## Safeguarding

The arrangements for safeguarding are effective.

Managers follow thorough recruitment procedures to ensure that staff are suitable and have the skills they need. Staff demonstrate a secure understanding of procedures to keep children safe. They complete safeguarding training and regularly review their knowledge to ensure they are up to date. Staff know how to recognise signs which may indicate a child is at risk of harm, including wider safeguarding concerns, such as radicalisation. They understand how to report concerns. Regular risk assessments are completed to ensure the premises are clean and secure. Staff complete appropriate paediatric first-aid training and are well deployed to keep children safe.

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

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

- reconsider the organisation of focused activities to increase opportunities for children to be able to carefully listen and focus even further.

## Setting details

<b>Unique reference number</b>	2604347
<b>Local authority</b>	Ealing
<b>Inspection number</b>	10266623
<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>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Spring Buds Day Nursery Ltd
<b>Registered person unique reference number</b>	2604345
<b>Telephone number</b>	02085744573
<b>Date of previous inspection</b>	11 November 2022

## 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 9am and 3pm, all year round. There are five members of staff, of whom three hold relevant early years qualifications at levels 2 and 3. The manager holds an appropriate level 3 qualification.

## Information about this inspection

### Inspector

Deborah Orchard

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector and the manager completed a learning walk and viewed all areas of the home to understand how the early years provision and curriculum is organised.
- Two joint observations were carried out by the inspector and the nursery manager.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector viewed all areas of the premises available for children.
- A meeting was held between the inspector and nursery manager. The inspector looked at a sample of the nursery's documents. This included evidence of staff suitability and training.

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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