

Inspection of Little Buds Day Nursery

Huddleston Centre, 30 Powell Road, LONDON E5 8DJ

Inspection date: 14 December 2023

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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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

Staff are kind and extremely attentive at this small and welcoming nursery. This helps children to feel happy and secure. Staff know the children very well and plan an ambitious curriculum based on their individual interests and abilities. This contributes to children's enjoyment of learning. They become deeply engaged in play and consistently develop their knowledge and skills. For example, children are excited about Christmas and eager to create colourful decorations. They refine their hand-to-eye coordination as they carefully glue small 'jewels' and sequins onto paper angels. Staff talk to children about the colours, shapes and sizes of the resources. This helps them to build on their vocabularies and mathematical knowledge.

Staff have high expectations for children's behaviour and learning. They quickly identify where children may need more help to achieve all that they can. Staff provide targeted support, such as small group sessions that promote children's attention and communication skills. This helps all children, including those with special educational needs and/or disabilities and those receiving funding, to become confident and successful learners. Children enjoy their independent play and are keen to learn from adults. For instance, toddlers have fun as they experiment with different ways to climb and come down the slide. They explore their own ideas and seek support from staff when needed.

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

- The manager recognises that since the COVID-19 pandemic, many children struggle to make the expected progress with their communication and language. Therefore, there is a strong focus on children's speaking and listening during the daily routines and activities. For instance, staff sing and share books with children spontaneously and during structured sessions. This helps children to hear and use a broad range of words. Staff also encourage parents to read books with their children at home to promote their language skills further.
- Staff say they feel well supported by the manager and speak enthusiastically about the positive impact of supervision sessions and training. For instance, staff describe how recent training on sensory play helps them to further enrich the learning experiences for babies.
- Children enjoy a rich curriculum, which helps them to experience the awe and wonder of the world. For instance, staff organise regular outings, such as to a library, gardens and open spaces, to help children discover their community first hand. There are also weekly visitors to the nursery, including a gardener, who teaches children how to grow and nurture plants.
- Staff encourage children to develop a sense of responsibility and independence. For example, they support children to serve their own meals and to eat using

cutlery. Children show a sense of satisfaction in completing tasks, such as putting on their coats. They demonstrate that they are learning about healthy lifestyles, as they remember to wash their hands before eating and talk about their favourite healthy foods.

- Children benefit from the consistent routines and clear boundaries for behaviour. This helps them to understand what is expected, and generally their behaviour is good. Staff remind children of rules, such as walking indoors and not throwing toys. However, they do not consistently explain to children why these rules are in place to help children regulate their behaviour independently.
- Staff teach children about the diverse cultures that contribute to life in modern Britain. For instance, they arrange for parents to come into the nursery to share music, stories and artefacts from home. This helps children to understand and respect their similarities and differences.
- Parent partnerships are a key strength of the nursery. The manager and staff work hard to welcome all parents and involve them in their children's education. For example, staff provide ideas for simple activities to do at home, such as creating a rocket out of recycled materials. This helps parents to extend their children's learning. Parents state that they fully trust staff to meet their children's welfare and learning needs.
- The manager and staff build successful partnerships with other professionals and settings. For example, a speech and language therapist advises staff on how to support some children further. Staff also work closely with a local primary school to help children with their move to school.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of their safeguarding roles. They are familiar with the signs that might indicate a child is at risk of abuse or significant harm. The manager and staff know the procedures to escalate any safeguarding concerns to the appropriate agencies. Staff assess risks effectively and carry out regular checks to provide a learning environment that is safe and secure. They are well deployed and supervise children closely, both indoors and outdoors. The manager carries out robust checks on staff to help ensure that they are suitable to work with children.

What does the setting need to do to improve?

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

- build further on the support staff provide to help children understand rules and regulate their behaviour.

Setting details

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| Unique reference number | EY366810 |
| Local authority | Hackney |
| Inspection number | 10308239 |
| 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 | 1 to 4 |
| Total number of places | 22 |
| Number of children on roll | 19 |
| Name of registered person | Crome, Jocelyn |
| Registered person unique reference number | RP909558 |
| Telephone number | 0208 986 8307 |
| Date of previous inspection | 20 March 2018 |

Information about this early years setting

Little Buds Day Nursery registered in 2007. It is situated in Clapton, in the London Borough of Hackney. The nursery is open each weekday from 8.30am to 5.30pm, for 48 weeks of the the year. The provider employs six staff to work with the children. Of these, four staff hold childcare qualifications from level 2 to level 4. The nursery offers funded early education for children aged two and three years.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- This was the first routine inspection the provider has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The manager showed the inspector around the nursery premises. She explained the curriculum and how the provision is organised.
- The inspector observed the quality of the education and considered the impact on children's learning. This includes a joint observation with the manager.
- Leaders met with the inspector to discuss issues, such as staff recruitment, supervision and training. They ensured that relevant documents were available for the inspector to view.
- Parents, staff and children shared their views and experiences with the inspector at appropriate times during the inspection. The inspector also took account of parents' written feedback.

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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