

# Inspection of Buds that Blossom Chinnor

Bellwood House, 57 Lower Road, Chinnor OX39 4DU

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Inspection date: 3 September 2024

<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 are well supported at the nursery and quickly settle to play on arrival. They have positive and caring relationships with staff, and staff are attentive to their needs. Staff plan and provide a variety of activities to support children's interests and help them to develop. Staff regularly assess children's progress and identify their next steps in learning effectively. They cater for children's individual learning needs well and ensure that all areas of development are provided for. Consequently, children are making good progress in their learning from their starting points.

Staff support children's feelings and behaviour well. They help children to understand and recognise their actions and emotions consistently by using books, adapting the 'colour monster' ethos and through discussions. Overall, staff provide consistent and effective interactions to children. They sing and read stories and engage children in purposeful conversations about what they are doing. For example, when older children explore with herbs, fruits and water, staff expand their vocabulary as they ask children to describe what they are doing, can smell and see. This encourages the children to think critically and use their words as they explore and develop their sensory processing skills.

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

- Staff plan and provide an inclusive environment for the children. Staff offer children a variety of play resources and activities that captivate their interest and support their learning. Staff have a good awareness of the learning intentions of activities that they plan and provide. Staff embed the key-person approach appropriately, and this helps them to support and promote progress securely.
- Leaders provide training opportunities for staff to enhance and develop their knowledge and skills. Additionally, staff comment that they feel well supported and appropriately managed. However, the ongoing coaching and mentoring for staff, particularly those who are less confident, are not targeted enough to further strengthen their practice and help raise teaching to the highest level.
- Children are confident to explore inside and outside of the nursery. Staff provide interesting activities, which encourage children to investigate. This was seen at the inspection when babies and toddlers enjoyed exploring sand and natural resources, and older children had fun making potions with water and flower petals. Staff are good at weaving mathematical concepts into play to help children to hear and learn about colours, shapes and numbers.
- Staff help children to build on their independence effectively. For instance, younger children are supported to feed themselves and help to tidy away, and older children are encouraged to pour their drinks and chop fruits for snack. Appropriate hygiene routines are suitably followed to ensure that children's

health and welfare are maintained.

- Staff help children to understand behaviour expectations well from a young age as they encourage turn taking and sharing. Staff successfully support children's relationships with each other. For example, they help children to climb and balance on foam shapes. Children have formed good relationships with each other. They laugh and play happily together as they hold hands to cross the balancing beam and play games, such as catch.
- Parents are very complimentary about the staff and their children's experiences. They comment that the staff are 'wonderful', provide 'excellent care' and offer 'amazing communication'. Staff provide effective information and support to parents through an online app, parent meetings, verbal exchanges and information boards. This helps the parents to fully comprehend how their children have been during the day, how they are learning, and ways that activities can support development.
- Leaders and staff understand the importance of working in partnerships with other professionals who are involved in children's care and education, to provide a consistent approach to meeting children's needs. The special educational needs coordinator understands their role securely and works closely with staff, parents and professionals to ensure that children who need extra help have their needs successfully met.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- strengthen the ongoing coaching and mentoring of staff practice to help raise teaching to a consistently high level.

## Setting details

<b>Unique reference number</b>	2675341
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10350676
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare 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>	82
<b>Number of children on roll</b>	101
<b>Name of registered person</b>	Buds that Blossom Chinnor Limited
<b>Registered person unique reference number</b>	2675340
<b>Telephone number</b>	01844317900
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Buds that Blossom Chinnor registered in 2022 and is located in Chinnor, Oxfordshire. The nursery opens from 7.30am to 6pm on weekdays, all year round. The nursery accepts funding for the provision of education for children aged two, three and four years. The provision employs 21 staff, of whom 14 hold an early years qualification.

## Information about this inspection

### Inspector

Tracy Bartholomew

## Inspection activities

- The manager explained the nursery curriculum during a learning walk with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of a planned small-group activity.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector through verbal and written statements.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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