

# Inspection of Early Buds Nursery

Unity Hall, 144 Bramley Close, LONDON E17 6EG

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Inspection date: 21 June 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

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

### **The provision is good**

Children are happy and excited to learn at this friendly nursery. They have strong relationships with the staff and are very happy to separate from their parents and start their day. Staff speak to children in warm, soft tones as they support them to access the learning environment. Staff collect in-depth information about children before they start so that they can understand what they already know and plan accordingly for their next steps. Staff have high expectations of what they want children to learn in preparation for school.

Children are well behaved and cooperate with each other with ease. Minor disagreements are resolved quickly by skilled staff. Children listen well to the adults and follow a well-established routine. For example, when the bell rings, children join in with a short song to signal an upcoming transition. This helps children to learn in an environment where they feel secure and know what is coming next.

Children are curious and inquisitive. They concentrate well as they engage in activities that staff have planned based on clear learning intentions. Children are encouraged and celebrated, both for trying hard and for any achievements, however small. Children can be heard laughing and giggling as they role play being in a travel agency and wheel small suitcases around the nursery.

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

- The manager is passionate about the well-being of children in the nursery. She supports staff well so that they can help children to reach their potential. Staff have termly meetings to review performance and look at their training needs. Weekly staff meetings allow the team to reflect on the children's learning and plan accordingly. The manager prioritises the staff's well-being by celebrating staff members that go above and beyond, both for the children and their team members.
- The team provides children with an interesting and stimulating curriculum. For example, children are very excited when they are part of a science experiment and make a volcano. The staff demonstrate the experiment before children are offered the opportunity to try. Real life experiments help children to remember what they have learned and recall it later.
- Parents are positive about the nursery. They feel well informed about their children's progress via an application and from daily handover information. They describe the staff as 'supportive' and 'so friendly'. The manager feels very strongly about supporting families and signposts them to services as necessary.
- Children with special educational needs and/or disabilities (SEND) make good progress in relation to their starting points. The special educational needs coordinator (SENCo) is confident in her role. She is able to help staff to identify

children with additional needs early and to work with external professionals and source appropriate support. This ensures that all children's needs are met.

- Although teaching is generally effective, some staff do not recognise when children need more encouragement or support to make the most of learning opportunities, particularly in larger group activities. Less-confident or quiet children are occasionally overlooked during these times. Despite this, children show the good progress that they make in their learning.
- Children have some opportunities to develop their self-help and independence skills. However, staff do not always support children fully. For example, older children are not encouraged to help rub sun cream onto their arms or self-serve at snack time. At these times, children do not develop in their personal and social development.
- The staff and children celebrate diversity across the nursery. They use festivals and celebrations to learn more about the wider world and to ensure that everyone feels included. This really helps children to form a strong basis of respect for all.
- Children enjoy their time in the outdoor play space. Staff make good use of the area and provide interesting learning opportunities. For example, children wash the dolls' clothes in a large water tray and then carefully peg them onto a washing line to dry. Children concentrate hard as they develop their fine motor skills while using the pegs.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good understanding of safeguarding the children in their care. Staff meetings and training days are used to keep knowledge up to date and current for all. Staff are aware of safeguarding procedures, the signs of symptoms to be aware of and how to report concerns about staff and children. Staff understand community safeguarding issues, such as gang related issues and the possible effects on young children. Risk assessments are undertaken, both inside and outside, to ensure that they are safe spaces for the children and staff.

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

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

- review the organisation of group times to ensure that all children, including the more quiet children, are able to fully engage and develop their talking, listening and attention skills
- ensure that children are given every opportunity to develop their independence and self-help skills in everyday activities.

## Setting details

<b>Unique reference number</b>	EY448373
<b>Local authority</b>	London Borough of Waltham Forest
<b>Inspection number</b>	10289195
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Ambia, Sheikh Mohammad Mahfujul
<b>Registered person unique reference number</b>	RP903398
<b>Telephone number</b>	020 8523 2992
<b>Date of previous inspection</b>	15 November 2017

## Information about this early years setting

Early Buds Nursery registered in 2012. The centre is open each weekday from 9.00am to 12.15pm and 12.30pm to 3.30pm, during term time. The centre employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above. The centre is in receipt of funding for early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Laura Coletti

## Inspection activities

- This was the first routine 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.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the leaders about the leadership and management of the setting.
- The SENCo spoke to the inspector about how they support children with SEND.
- 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 inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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