



Buds to Blossoms Cwm



Flying Start Hub, Canning Street, Cwm, Ebbw Vale, NP23 7RD



01495355012

Date(s) of inspection visit(s):

27/06/2025, 03/07/2025

Service Information:

Operated by:	BUDS TO BLOSSOMS DAY NURSERIES LIMITED
Care Type:	Children's Day Care
Registered places:	26
Main language(s):	English
Flying Start service:	Yes
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	The service provider makes an effort to promote the use of the Welsh language and culture, or is working towards a bilingual service.

Ratings:



Well-being

Excellent



Care & Development

Excellent



Environment

Excellent



Leadership & Management

Excellent

Summary:

Children have a strong voice and know that their attempts at communication are recognised by staff. They are extremely happy and really enjoy their time at the setting, engaging meaningfully in the excellent opportunities for play and learning. Children develop important skills within an extremely nurturing setting. They interact well and form close bonds with staff.

Staff are extremely professional and work seamlessly together as part of a team. They are knowledgeable about individual children and their families. Staff understand how to keep children safe and healthy while promoting their development. They provide a large variety of interesting and fun activities, to support children's learning. Staff are confident in their role.

Staff make best use of the space, which is designed to allow children free movement and access to all areas and resources. They make excellent use of the substantial outside area. There is an interesting range of very well-maintained resources throughout. Staff follow carefully considered

procedures to ensure risks in the environment are minimised and the building is maintained to a high standard.

The leadership and management of the setting is strong. Leaders are inspirational and committed to providing exceptionally high-quality childcare. They have extremely thorough processes in place to ensure that staff are employed in line with the regulations. There is a clear culture of continuous improvement. They work hard to build strong partnerships with parents and other agencies to support each child to reach their full potential.

Findings:



Well-being

Excellent

Children's voice is at the heart of the setting. They choose freely from an extensive range of developmentally appropriate and stimulating resources which promote their all-round development. Children can follow their own interests with confidence. For example, children really enjoyed 'building' a caravan for their holiday out of large wooden blocks. Children confidently go to staff and communicate their needs, inviting them to join them for breakfast in the mud kitchen or asking them to help them look for slugs.

Children are extremely happy, relaxed, and confident. They develop strong attachments with their key staff, seeking them out for comfort or to celebrate success, and bonds of trust are evident. Children are also comfortable to approach other familiar people when they need help, reassurance or just to chat. They feel secure by knowing the daily routines and confidently respond to directions from staff. For example, joining in the 'rolling snack' routine when they are hungry. Children playing alone are content and soon joined by other children or staff in their games. For example, children had great fun joining their friends in a boat they had constructed. They thoroughly enjoyed being pirates and escaping from staff who were sharks.

Children are learning to behave very well. They use good manners that they have successfully learned, respecting each other and staff. Children are learning to share and take turns. On the rare occasion it is required, children respond positively to gentle reminders from staff to '*let's wait a little minute.*' Children freely access activities and areas of their choice with few boundaries required which minimises potential frustration that could lead to negative behaviour.

Children have excellent opportunities to develop new skills with the extensive play and learning experiences available. They are curious and engaged learners who value the chance to explore the environment. For example, a child asked staff to help them look for snails because they remembered seeing one the day before. Children respond well as staff support them to think and extend their learning in any activity in which they are interested. For example, they ask to pick strawberries from the community garden and excitedly talk with staff about the colour, where they found them and how they were going to wash and eat them for snack.

Children are developing very well and have many opportunities to develop skills for independence. They are given time to do things for themselves such as cutting fruit and pouring drinks at snack time. Children are becoming proficient in using the toilet with minimal supervision. They access the facilities independently to wash their hands after messy activities such as playing with the pottery wheel, and before they go to the table for snack.



Care & Development

Excellent

Staff have an excellent understanding of their roles within the setting. They are effective in keeping children safe and healthy because they confidently follow the setting's comprehensive policies and procedures. Staff are noticeably confident about their responsibilities in relation to child protection concerns and meeting children's individual needs. All staff are trained in safeguarding and the setting's safeguarding policy is clear and robust. They operate effective systems to monitor and refer any concerns to the local authority. Staff supervise children very well and implement safe hygiene procedures. They provide healthy food and drinks through the 'rolling snack' routine and support children to be physically active both inside and outside.

Staff manage children's interactions sensitively and with exceptional skill. They have a sound understanding of child development and additional learning needs, and its impact on children's behaviour. Staff implement the behaviour management policy well, consistently using positive language and praise, which enhances children's well-being. They offer simple, clear explanations, and encourage kind behaviour. Staff provide care in a calm and patient manner. They are nurturing, smiling and warm in their interactions. Staff are good role models, for example, using good manners and listening to each other. They encourage children to be kind to each other, to look after resources, and promote their social skills by chatting to them and encouraging group interactions.

Staff are extremely motivated, and keen to promote children's development and support them to reach their full potential. They operate a key worker system, but all staff know the children's individual needs very well. Staff monitor children's progress effectively and ensure there are up to date and detailed individual development plans in place for children, where necessary. Staff specialise in additional learning needs and attend training relevant to their speciality, sharing their knowledge with the team. They keep required documentation up to date and are the main links with the local authority. Staff communicate with each other consistently and are aware of their individual roles in delivering nurturing, responsive care. Staff attend to children's personal needs promptly and discretely. They set up an exceptionally good range of interesting activities based on what they know children like and adapt this to accommodate their interests on the day. Staff use the Welsh language during activities and children engage well with this.



Environment

Excellent

Leaders provide a safe, well-maintained, and very welcoming environment. They have detailed risk assessments for all areas of the environment and many activities, and these are reviewed on a regular basis. They ensure that annual safety and maintenance checks are completed in a timely manner. There is a secure system for entry to the building and setting areas, and staff ensure that all visitors are signed into the service. There are health and safety reminders around the setting, such as posters outlining fire evacuation and hygiene procedures. Staff complete daily checklists to identify any matters that need addressing such as health, safety, and hygiene. They have established good relationships with maintenance personnel who attend to cleaning and general maintenance promptly.

Leaders have researched a variety of ways to provide an environment that provides the best opportunities for children to play and develop. They organise the space to a high standard and with children's needs at the forefront of the ideas. They provide inviting, well-equipped areas that are light and decorated in neutral colours with many natural materials, providing a calm ambiance. Play areas are spacious, welcoming, and support children to use the resources imaginatively. They have designed the environment so that children have the option to play in the outdoor area when they choose to. Leaders are considering options for providing more shaded areas.

Leaders ensure there are plenty of excellent resources to stimulate the children's interest and imagination. Play resources are varied and highly suitable for the age of the children. Staff change learning areas regularly to maintain children's interest and extend their skills. There is an extensive range of good quality playthings such as large wooden blocks which children use imaginatively. They access messy activities such as clay and the mud kitchen which supports their creativity. Staff maintain a rich environment for play and learning. The resources are easily accessible to children as they are visible and stored at their level. This ensures children can always access developmentally appropriate resources that promote their curiosity.



Leadership & Management

Excellent

Leaders are exceptionally skilled and experienced and provide very strong leadership. There is a clear and inspirational vision for the setting outlined in the Statement of Purpose. There is a clear ethos of child-centred care, and this is evident when you speak to leaders and staff. Leaders are very aware of national priorities and developments in childcare. They have developed detailed policies and procedures, which they review and update when required. Leaders give staff the opportunity to familiarise themselves with changes and ensure that parents are kept updated. Staff maintain daily records such as attendance, accidents, and incidents well and leaders monitor these effectively.

Leaders have a robust system to review the quality of the service they offer. They consult effectively with a wide range of relevant parties who contribute to an effective self-evaluation process and create a culture of continuous improvement. They fully consider and respond to parent, staff, and children's requests. Leaders set high expectations of themselves and staff and involve staff in setting achievable targets. Leaders produce a comprehensive report of their annual setting review, including their plans for future improvements.

Leaders have effective systems in place to recruit, employ, and induct staff. They keep organised records showing that the required checks and information required by regulations are in place prior to staff being employed. Daily records such as registers and staff rotas show that a suitable number of staff are always present for the numbers of children attending. All staff hold a childcare qualification, and leaders promote a culture of continuous development. Staff have very many opportunities to complete an extensive range of training that supports them to fulfil their role to an exceedingly high standard. They all have current certificates in first aid, safeguarding and food hygiene. Staff tell us they feel supported to do their jobs to a high standard and they receive regular one to one supervision and an annual appraisal. They take pride in their roles and work very well as a team.

Leaders have established systems to enable them to work in close partnerships with parents and carers. They seek detailed information about children's needs and preferences, and they keep parents well informed via detailed newsletters, emails, notices on display in the setting and by regularly updating them through an electronic 'app.' Parents tell CIW they are extremely happy with how the setting cares for their child and keeps them updated regarding their progress. They said that staff are excellent, and their children love going to the setting. Leaders and staff have established links with a wide variety of external organisations and individuals such as the local authority Flying Start service, the local school, health visitors, medical professionals, and childcare support organisations.

Areas identified for improvement

Where we identify **Areas for Improvement** but we have not found outcomes for people to be at immediate or significant risk, we discuss these with the provider. We expect the provider to take action and we will follow this up at the next inspection.

Where we find outcomes for people **require significant improvement** and/or there is risk to people's well-being we identify areas for **Priority Action**. In these circumstances we issue a Priority Action Notice(s) to the Provider, and they must take immediate steps to make improvements. We will inspect again within six months to check improvements have been made and outcomes for people have improved.

CIW has no areas for improvement identified following this inspection.

CIW has not issued any Priority action notices following this inspection.

National Minimum Standards

Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

Standard	Recommendation(s)
	No NMS Recommendations were identified at this inspection

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