

Nuffy Bear Day Nursery

Nuffield Health Fitness & Wellbeing Centre, St. Davids Way, Bermuda Park,
NUNEATON, Warwickshire, CV10 7SG



Inspection date

Previous inspection date

16 March 2017

23 October 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Managers and staff are enthusiastic about their roles. Managers have ambitious plans, including the current extension and refurbishment of the premises. They seek the views of staff, parents and children. Feedback received is used to inform improvement plans in order to continue raising the quality of the provision and outcomes for children.
- Staff observe children and get to know them well, assessing their skills and the next steps for their development. They make skilful use of spontaneous opportunities to build on and extend children's learning in order to help them make good progress.
- The successful key-person arrangements help children to settle well and form secure attachments. Staff work in close partnership with parents to promote continuity in children's care and learning between home and the nursery.
- Staff are friendly and caring. They sing to soothe babies off to sleep and clearly show children that they enjoy playing and interacting with them. They praise children's efforts and celebrate their successes, helping them to feel valued and to grow in confidence and self-assurance.
- Children's health is promoted well. They benefit from eating nutritious snacks and freshly prepared meals. They have opportunities to play and continue their learning outdoors. Older children are offered regular swimming lessons in the health club pool.

It is not yet outstanding because:

- On occasion during adult-led activities, staff do not fully consider younger children's varying levels of engagement and adapt approaches to help all children be highly motivated and absorbed in their learning.
- Older children have too few opportunities to develop some aspects of their early writing skills.

What the setting needs to do to improve further

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

- enhance teaching skills, reviewing all children's interest during adult-led activities, swiftly adapting strategies to help each child be highly engaged and to make as much progress as possible
- provide more opportunities for older children to develop their early writing skills and to give a purpose and meaning to the marks they make.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery deputy manager. She discussed the nursery's self-evaluation with the manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views. She spoke with staff and children during the inspection.

Inspector

Victoria Mulholland

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are aware of signs or symptoms to look out for in relation to child protection. They understand the procedures to follow if they have concerns about a child. Robust procedures are followed for the recruitment, vetting and induction of new staff to ensure they are suitable for their roles and understand their responsibilities. Managers observe staff and meet regularly with them as part of supervision and performance management systems. Staff access relevant training, enabling them to update and continue developing their skills. They have opportunities to observe colleagues and give feedback. This enables the sharing of best practice across the staff team, promoting consistency in the quality of teaching. The manager reviews and analyses the progress made by individual and specific groups of children. She identifies and addresses any areas of children's learning that need further focus.

Quality of teaching, learning and assessment is good

Staff create a vibrant environment for children. They offer a well-balanced mix of adult-led activities, linked to children's next steps, and opportunities for children to lead their own learning. Staff promote children's communication and speaking skills effectively, skilfully adapting their language to babies' and children's different levels of understanding. They ask questions, narrate what children are doing and broaden their vocabulary. Staff model counting, sing number songs and rhymes and help children to develop an understanding of quantity, shape and size. They foster children's interest in books and stories and teach them about the sounds that letters represent. As needed, they work with external professionals to support children who need extra help, including those who have special educational needs and/or disabilities.

Personal development, behaviour and welfare are good

Staff are good role models for children. They help children to share, take turns, behave well and be considerate of others' needs and feelings. They provide opportunities for children to learn about festivals and celebrations from around the world. Staff teach children about good hygiene practices. They encourage children to be independent in their self-care and to manage as much as possible for themselves, relative to their ages and capabilities. They help children to develop an understanding of safety, such as being careful of their eyes as they play with foam. Children learn about managing risks, for instance, as they practise going up and down the steps on climbing equipment.

Outcomes for children are good

Babies enjoy sensory exploration with sand and foam. They stack blocks and begin to use pens to draw and make marks. Toddlers learn to identify and match colours, looking around the garden to find objects of the same colour. They enjoy filling and emptying containers, for instance, with soil or water. Older children begin to use mathematical names for shapes and enthusiastically find similar shapes in their play environment. They show an interest in numbers and are able to say which number comes before or after another. All children are making good progress from their starting points. They are developing skills needed for their future learning and for moving on to school.

Setting details

Unique reference number	EY406554
Local authority	Warwickshire
Inspection number	1065492
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	32
Number of children on roll	63
Name of registered person	Nuffield Health
Registered person unique reference number	RP905010
Date of previous inspection	23 October 2013
Telephone number	02476370007

Nuffy Bear Day Nursery was registered in 2010. The nursery employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 and one holds a level 6 qualification. The nursery opens from Monday to Friday all year round, except for bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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