

Nuffy Bear Day Nursery

Nuffield Health Fitness & Wellbeing Centre, Peaches Close, SUTTON,
Surrey SM2 7BJ



Inspection date	14 August 2019
Previous inspection date	9 May 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- Children demonstrate great social skills and form strong friendships. They show this when they eagerly help each other to complete tasks. Children actively play together and engage in conversation to help develop their ideas together.
- Staff understand the children well as individuals. They adapt their practice effectively to meet children's individual needs. This includes by developing consistent and personal strategies to help children learn how to manage their behaviour. All staff focus well on children's next steps in learning as they play and interact with them to support their development.
- At times, staff do not act on opportunities that arise in their interactions with children to promote the development of numeracy skills, such as counting.
- Managers monitor staff's practice robustly. They support the highly qualified staff well to help them develop skills and knowledge to improve their practice. They have successfully worked with staff to support them in developing good teaching skills that help children to develop and consider their own ideas as they play.
- Children, including those with special educational needs and/or disabilities (SEND), make good progress from their starting points. Staff work well in partnership with other professionals to provide additional support to help children with SEND work towards or meet the typical outcomes for their ages.
- Children benefit from healthy lifestyles. They show an enthusiasm for nutritious foods during activities that promote healthy eating, including smoothie making. Children have many opportunities to exercise and to develop their physical skills. For example, they have regular swimming lessons.
- Staff do not consistently challenge children enough to encourage them to persevere more or to focus for longer periods of time on activities.

What the setting needs to do to improve further

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

- improve further the provision for encouraging the development of early numeracy skills and encourage staff to incorporate numbers and counting into activities and interactions more effectively
- support children to engage more intently and to develop greater perseverance by making activities more challenging.

Inspection activities

- The inspector observed activities inside and outdoors.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, staff planning documentation and checked evidence of the suitability and qualifications of staff.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation of children's learning and staff's practice with the manager.

Inspector

Kerry Lynn

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Managers effectively ensure that all staff understand how to notice if a child's welfare is at risk and know what to do if a concern arises. Staff benefit from robust induction and training procedures to continually refresh and reinforce their knowledge. Managers actively evaluate the effectiveness of practice to drive change and to enhance the outcomes for children. For example, they have recently extended the range of resources available to give the children more opportunities to investigate, problem solve and to use their imaginations. This has resulted in children having a greater desire to learn and to find out more about the resources they explore and the experiences they enjoy.

Quality of teaching, learning and assessment is good

Staff carefully assess the progress that children make. They work closely with parents to plan next steps in learning for the children and to consider how they can best move them forward. Managers monitor assessments with care. They work effectively with staff to improve outcomes in areas where children do not achieve as well. For example, they have widened the opportunities for children to operate electrical toys to help them better understand technology. Staff demonstrate good teaching skills. They interact skilfully with children and ask well-worded questions to extend their thoughts. For instance, when children make 'soup' out of sand, staff question them effectively to encourage them to talk about their play and to think about what they will need to do next.

Personal development, behaviour and welfare are good

Staff successfully encourage children to develop high levels of independence. Children demonstrate this when they help themselves to drinks of water and carry their glasses to the table with great care. Staff form strong relationships with all the children. All staff take care in getting to know the children and ensure they all feel valued as individuals. Children demonstrate that they feel safe, secure and happy when they merrily greet staff when they arrive. Staff prepare children well for when they move on to other settings, including school. One way they do this is by familiarising children with what their new school and teachers will look like through using photographs and organising visits when possible.

Outcomes for children are good

Children respect each other and the differences that exist between them all. For example, they enjoy learning about the different festivals their friends celebrate. Children test out resources eagerly. They pour water into pipes, watch as it flows down and catch it at the bottom. Children actively use their imaginations, using one object to represent another. For instance, they explore shape and space, and demonstrate problem-solving skills when they fit pieces of fabric together to make a 'carpet'. Children and babies develop skills to help them in future learning. Babies develop hand control as they learn to grab moving objects and older children develop this further as they show good control over the tools they use. Babies develop good physical skills and begin to gain confidence on their feet as they learn to walk. They respond well to sounds and begin to develop early language skills.

Setting details

Unique reference number	EY406570
Local authority	Sutton
Inspection number	10074429
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	24
Number of children on roll	29
Name of registered person	Nuffield Health
Registered person unique reference number	RP905010
Date of previous inspection	9 May 2016
Telephone number	02087707858

Nuffy Bear Day Nursery registered in 2010 and is situated in Sutton. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. The nursery is in receipt of funding for early education for children aged three and four years. Seven staff work with the children, all of whom hold suitable qualifications at level 3 or above, including one member of staff with a qualification at level 6.

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