

Nuffy Bear Day Nursery

Simpson Way, Long Ditton, Surbiton, Surrey, KT6 4ER

Inspection date	16/04/2014
Previous inspection date	16/03/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children aged under two benefit greatly from a wide range of play opportunities that encourage them to use their senses, develop their physical and coordination skills.
- Staff plan and provide some fascinating activities and experiences for children to link with their interests.
- Staff extend children's communication and language skills by joining in their play, engaging them in interesting conversations and through well-planned small group activities.
- Staff support children's personal, social and emotional needs very well.
- Management are particularly successful in recruiting and retaining good quality staff who work extremely well together. As a team, they create a very happy environment for children.

It is not yet outstanding because

- Processes for monitoring and evaluating the quality of teaching practice and effectiveness of planning, to identify all gaps in provision, are not fully developed.
- Systems used by staff to complete assessments on children are complicated and not fully understood by staff. As a result, parental involvement in children's learning is not fully established.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed all age groups of children at play in the base rooms and of children age over two in the garden.
- The inspector carried out a joint observation with the manager of the mini rugby session.
- The inspector held a meeting with management and spoke to staff and parents, taking account of their views.
- The inspector sampled a range of documentation relating to safeguarding, staff suitability, children's learning and development and the nursery's self-evaluation processes.

Inspector

Amanda Tyson

Full report

Information about the setting

Nuffield Health Day Nursery opened in 1998. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is one of ten early years day care provisions owned by Nuffield Health. The nursery operates Monday to Friday throughout the year between 8am and 6.30pm. There are 13 permanent staff on roll. The manager has a BA (Hons) degree, nine staff are qualified to level 3, two to level 2 and one to level 4 in early years. The nursery is located within Nuffield Health and Well-being Club in Surbiton, Surrey. Babies are based on the ground floor. There are three rooms on the first floor providing for toddlers, two to three-year-olds and pre-school age children. The nursery has two enclosed outdoor play areas; one for children under two and one for children aged over two years. The nursery also has the use of a sports hall at set times during the week and the club's swimming pool twice per week for pre-school age children. There are currently 72 children in the early years age group on roll. The nursery receives funding for the provision of free early education for children aged three and four years.

What the setting needs to do to improve further

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

- review the systems used for sharing children's progress with parents to enable stronger parental involvement in reviewing and planning for their children's individual progress
- enhance systems for identifying strengths and areas for improvement in teaching practice and planning, for example by providing time for leaders to observe the quality of teaching practice and for staff to observe each other's practice.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

All children make good progress towards the early learning goals and are well prepared for school. Staff demonstrate good overall knowledge and understanding of the areas of learning and child development. They skilfully use questions to encourage older children's critical thinking skills. Staff join in children's play which motivates and inspires children. For example, when children announce they are builders staff respond by asking them if they can please build her an extension. Children enthusiastically play along by writing on a notepad as if taking instruction. Staff take on the role of shopkeeper telling children the cost of their shopping is '£1 1 1 1 37.82' introducing them to more complex mathematical language. Staff are innovative in their planning. For example, after listening to a story

about a rainbow fish, children get to feel the wet exterior and observe the inside of a mackerel. Children are then challenged to produce their own interpretations of the mackerel using paint which they do very creatively. Staff note children's interests, such as with certain makes of cars, and then take children to see them at the local car showroom. This is thrilling for children. Children have great fun then operating the interactive whiteboard to produce moving images of different types of vehicles.

Children enjoy planting and nurturing seeds and are intrigued when staff show them how to make chalk disappear on the fence by painting over it with water brushes. Staff provide children with plenty of opportunities to practise writing within play situations. Boys show a keenness to use pencils when they are dressed as a builder or paramedic, or are pretending to be a 'jailor' writing down 'who has been naughty'. Staff introduce toddlers to new words all the time and use puppets and props to encourage their listening and attention skills during stories. Pre-school staff fill little boxes with objects that create sounds. Children shut their eyes and when they pull something out, they are challenged to describe the sound. This requires intense listening and attention. However, some activities are less well planned for. For example, staff pitched a mini-rugby session for the mid-range ability of children two- to four-years-old. However, staff do not always effectively monitor the effectiveness of activities and so toddlers lose concentration and this disrupts the potentially good outcomes for older children.

Babies and toddlers enjoy taking part in a good range of musical activities and rhyme time activities. Babies and toddlers enjoy using their sense of touch, taste and hearing to explore and experiment. For example, they mould, taste and serve up mashed cereal from troughs, and make marks with their fingers in cornflour and water, and shaving foam. These activities help young children develop the hand skills necessary for pencil control later on. Babies discover weight, shape and texture further as they handle everyday objects stored in 'treasure baskets'.

Staff seek and gain a good deal of information from parents to help them identify children's starting points for learning before they start attending. Staff then begin to observe and evaluate children's levels of engagement in activities, noting their developing ability. Gaps in achievement are mostly identified and targeted. These observations provide generally good information to inform assessments. However, staff find the assessment systems adopted by the nursery difficult to use. They rely heavily on assessing children against examples given in published guidance rather than on their own astute observations of children. As a result, documented assessments are not always wholly accurate. Nonetheless, staff complete the statutory progress check for two year children which they summarise in a written report for parents. These written reports are much clearer and so are easier for parents to understand. Teaching is consistently good across the nursery, but the nursery's effective play-based ethos is not clearly explained to parents. Scope for fully involving parents in children's learning is therefore not maximised.

The contribution of the early years provision to the well-being of children

Children are cared for in a well-maintained and resourced environment by a team of caring and dedicated staff. Children are well supported to settle into nursery life through a gradual parent separation process, fully supported by their allocated key-person. Children learning English as an additional language are comforted during their settling-in period by the sound of rhymes in their home language that staff play for them on tape recorders. The photographs displayed around the nursery of their families reassure all children. These help children to feel a sense of belonging to the nursery. Staff prepare their key children exceptionally well for their move from one room to another through regular short visits leading up to the day for permanent move. Older children are equally well prepared emotionally for the move to school. Staff demonstrate exceptionally good behaviour management skills. For example, when a toddler refuses to put on their socks and shoes, staff playfully pretend to put them on themselves. Toddlers respond well to this strategy making a rapid move towards staff to reclaim 'their socks and shoes'. Sometimes squabbles occur, as is typical with young children, but staff handle these sensitively and appropriately. They are experienced in dealing with the distressing, but not uncommon, issue of biting. Staff encourage children to develop independence in relation to dressing very well, but sometimes pay less attention to this during mealtimes. Nonetheless, when staff realise missed opportunities to use a fork and spoon or fork and knife, they quickly rectify this.

The outdoor play areas are particularly well presented to provide children with access to all areas of learning. Staff plan very well for outdoor play. Children take part in a varied range of physical activity including swimming, mini-rugby, soft play and music and movement. Staff caring for babies ensure they have plenty of space to practise their developing mobility. These activities help to lay the foundations for children to adopt healthy and active lifestyle habits. Children enjoy a balanced daily diet that includes fresh fruit and vegetables. Babies bottle feeds are carefully recorded and babies enjoy peaceful feeds with their key person. Staff maintain and promote good hygiene standards, for example when changing nappies and by reminding children of the importance of hand-washing before meals and after using the toilet. Staff teach children water safety rules when they take children swimming. Children manage the two flights of stairs down to the nursery garden exceptionally well. Toddlers demonstrate impeccable understanding of the rules for holding on to the banister and for standing with their bottoms against the wall until everyone is safely down. Staff make good use of verbal and visual praise, such as a 'high-five' or thumbs up action to encourage children to behave well and follow safety rules.

The effectiveness of the leadership and management of the early years provision

Management is secure in their knowledge and understanding of the requirements as set out in the Early Years Foundation Stage. Roles and responsibilities, such as for special educational needs coordinator, taking the lead on behaviour management and safeguarding, are clearly defined. All staff attend a local authority child protection training day every three years and an online training every year. There are clear and well-understood procedures in place for acting on concerns about a child's welfare. Any

concerns expressed by parents are fully investigated by management who provide parents with a written response. Management monitors accident records closely. While the number of accidents appears high, this is because staff record every minor trip and fall even if children have no visible injury. These are, in the main, related typically to toddlers. Staff are effectively deployed, maintain the required child to adult ratios and supervise children closely. Management ensures that staff are well deployed to meet the needs of the children attending each day and that the required adult to child ratios are consistently maintained. Staff carry out opening and closing checks on the nursery to help ensure it is safe for children. Overall risk assessment is rigorous and effective in keeping children safe. Sometimes unforeseen hazards, such as the potential for staples to fall off the wall, are missed. When rare incidences like this occur, management take immediate and appropriate action. For instance, staples are no longer being used in the nursery.

There are rigorous recruitment, vetting and induction procedures in place. Staff do not start working with the children until their Disclosure and Barring Service checks are completed and references have been received. The nursery has a system in place to provide staff with regular supervision and appraisals. Arrangements are not wholly effective because they are a little disjointed; with room leaders delivering some supervision, mentoring and coaching, but without the benefit of leadership training, and management completing staff appraisals. Not enough time is made available for management to observe and evaluate the quality of teaching practice. As a result, weaknesses in the delivery of some aspects of the educational programmes and in staff's use of assessment are not identified quickly enough. Nonetheless, staff have a terrific relationship with each other and show high levels of motivation and dedication to improving their knowledge and skills. Some aspects of teaching practice are excellent. A key strength of management is their success in appointing and retaining good quality staff.

Parents are kept well informed of operational matters and activity planning through a monthly newsletter and email to promote one nursery policy. Management recently set up a parent forum to help drive improvement and to encourage parental involvement. Staff provide parents with a detailed handover at the end of the day. This includes information about young children's care routines, children's general disposition, and learning and development achievements. Parents have regular opportunities throughout the year to meet with their child's key person for the purpose of reviewing and planning for children's progress. However, this aspect of partnership with parents is less successful. The systems for assessing children's progress are complicated and so not easily explained to parents. As a result, not all parents are clear about what the focus is for their child or exactly how well children are progressing in all areas of learning. The nursery has a clear procedure in place for working in partnership with any external agencies involved with children.

Parents spoken to say they are very satisfied with the provision. They say the key-person system is highly effective in helping children to settle in to nursery life. Parents particularly appreciate the variety of sports related activities. They say staff and management are really supportive and give examples such as the advice given to them to help deal with behavioural issues. Overall, this is a very strong provision with good capacity for sustaining continuous improvement. For example, management is currently focussed on developing the educational provision for information and communication technology and

for supporting children learning English as an additional language. Plans are also in place to create a mud kitchen in the garden.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	122575
Local authority	Surrey
Inspection number	959925
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	52
Number of children on roll	75
Name of provider	Nuffield Health
Date of previous inspection	16/03/2012
Telephone number	02083352901

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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