

Nuffy Bear Day Nursery

Nuffield Health Fitness & Wellbeing Centre, King Georges Sports Ground, Burr Road, LONDON, SW18 4SQ

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| Inspection date | 29/08/2014 |
| Previous inspection date | 07/09/2010 |

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| The quality and standards of the early years provision | This inspection: | 2 |
| | Previous inspection: | 3 |
| 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

- Staff provide a wide range of interesting activities that promote children's learning well.
- Staff know children well and cater for their needs effectively which helps children to settle successfully.
- Staff keep parents well-informed of their children's progress and provide good opportunities for parents to contribute to their learning.
- Management prioritise children's safety. Management provides a secure entry system to help prevent intruder access.

It is not yet outstanding because

- Staff do not maximise opportunities for children to practise their early writing skills in play situations.
- Staff do not consistently use interesting and varied ways to engage children in stories which results in children not fully engaging with books.

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 carried out a joint observation with the manager of an adult-led activity.
- The inspector observed interaction between staff and children in the indoor and outdoor environments.
- The inspector tracked the progress of several children.
- The inspector held a discussion with management and sampled a range of documentation.
- The inspector spoke to parents, staff and children and took their views into consideration.

Inspector

Jennifer Beckles

Full report

Information about the setting

Nuffy Bear Day Nursery is one of a chain of nurseries run by Nuffield Health. It opened in 2010 and operates from an open-plan room within the health club. The nursery is situated in a residential and commercial area close to Southfields, located within the London Borough of Wandsworth. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 20 children in the early years range on roll. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. The nursery closes for one week at Christmas and on public bank holidays. The nursery employs nine members of staff who work directly with children, including the manager, all of whom hold relevant early years qualifications. Six staff members hold level 3 qualifications and three staff members hold level 2 qualifications. The nursery receives funding for free early years education for children aged two, 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:

- develop further opportunities for children to practise their early writing skills in play situations

- extend ways to tell stories so that children's early literacy skills are developed further because they are more fully engaged.

Inspection judgements

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

Children make good progress because staff provide focused activities based on children's individual needs. Staff provide a wide range of stimulating activities based on areas of learning and on children's interests. This helps children to learn and engage well with activities. They create their own play as they select resources independently and staff provide adult-led activities which support more ordered learning.

Staff encourage children to practise their language skills while children play with a hose pipe 'walkie talkie'. Children create imaginary conversations and learn to take turns in speaking and listening. Staff help children to develop small muscle control by pinching, squeezing and rolling play dough. Although children have access to a wide range of stories, they do not engage fully with stories read by staff. For instance, staff do not fully consider different ways to tell a story to get children more involved, such as through use of story props. Staff teach children to recognise their names on name cards placed on

their pegs. This develops children's early literacy skills. However, children do not have many opportunities to practise their early writing skills in different ways, particularly in play situations like role play. Staff teach children new words, such as 'warm and cold' as children place their hands in separate tubs of warm and cold water while they play. Staff encourage children to transfer the water to another container and teach children new words, like 'empty and full' as they fill containers with water. Staff teach children how to operate simple technology as they listen to animal sounds on headphones. They encourage children to match the animal sound to the relevant animal picture card which supports their understanding of the world. Overall, these experiences help children to learn essential skills for later use in school.

Babies clamber across soft play cushions. Toddlers jump and climb through different shapes which supports their physical development well. Staff encourage babies and toddlers by praising them for their efforts and achievements. Children operate electronic toys to make different sounds by pressing buttons. This enables children to learn about and to use technology. Staff teach children songs and rhymes and children follow the actions readily, learning names of body parts as they sing.

Children make good progress in their physical development. Children move freely across large expanses of grass in the adjacent outdoor area. Staff encourage children to move in different ways, running, hopping and jumping. Staff teach children about the effects of the wind as children hold streamers in the air. They help children to practise their throwing and catching skills as they play with balls and bean bags. Staff extend children's physical coordination skills further through swimming lessons run by a qualified instructor for older children.

Staff maintain good records of children's development. Observations are focused, evaluated and provide highly relevant next steps for children's learning. Staff use this information to plan activities that meet the needs of children well.

Staff encourage parents to take part in children's learning. They display a 'wow' tree on which parents place their observations of their children's achievements. Staff celebrate these achievements with the children and plan for their next steps in learning. Staff keep parents well-informed of children's progress by talking with parents informally each day and through regular parents' meetings. Staff also provide written information on children's care and learning activities for parents and this supports good communication with parents. They provide written summaries of progress checks for two-year-old children which provide further help to keep parents informed of their children's development.

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

Children settle well in this caring nursery. Staff meet the emotional needs of children well because they find out about how children like to be comforted and implement this into their practice. This reassures and comforts children well. Staff know a lot about children's personalities because they find out their likes and dislikes from parents when children first arrive. Staff provide activities linked to children's preferences and this helps children to

feel secure and happy. Staff readily incorporate the home routines of babies into the nursery so that babies' routines remain familiar which supports them to settle well.

The nursery has a wide range of stimulating resources which are labelled and accessible to children to encourage their independence. It is bright and welcoming which supports children's well-being. Staff teach children how to be safe by showing them how to handle tools and materials safely. They talk to children about road safety to prevent accidents. Children behave sensibly, for instance they walk indoors to avoid accidents. Staff fully encourage children's independence and provide support in tasks where needed. Children serve lunch for themselves from communal bowls and pour their own drinks. They feed themselves competently. Children have good awareness of the nursery routine and wash their hands at appropriate times. They brush their teeth after eating and have good self-care skills. Babies are comfortable when being changed because staff change nappies in cosy, clean areas.

Staff provide nutritious snacks and healthy meals which cater for children's special dietary needs. They take children outdoors for fresh air and physical activity which helps to keep them strong and healthy.

Children are clear about staff expectations for behaviour because pictures on display remind them of positive ways to behave. Staff discuss why it is good to be kind, share and take turns during group discussion times. They encourage children to think about the impact of their behaviour on others so that they learn to moderate their behaviour as necessary. Staff encourage children to value and accept others by celebrating and discussing special cultural or religious events, such as Hanukkah where children make craft items. Staff support children who move to school by sharing information about children's progress with school staff and by inviting teachers to the nursery. This helps children to get to know staff so that they settle readily. Children spend time in new group rooms before moving groups at the nursery. This helps children to get familiar with new routines and the environment.

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

Staff work well to keep children safe. They carry out risk assessments covering all aspects of the nursery to help prevent accidents. Staff have good knowledge of procedures to follow should they be concerned about a child. All staff have safeguarding training which helps to protect children further. Management carries out a series of checks on staff to assess suitability for their roles and this helps to keep children protected from harm. Children are secure in the premises because there is a staffed reception area and coded entry into the nursery. Management has a good range of policies and procedures in place which meet the requirements of the Early Years Foundation Stage framework. Management has good understanding of its role and responsibilities in relation to the framework.

Management has effective systems in place to check on the quality of the provision. The

manager observes staff regularly and provides feedback to improve practice. She supervises staff regularly and offers advice, information and support for any areas of weakness. Staff have their training needs clearly identified because management carries out yearly appraisals. Staff have attended a variety of courses, including 'Taking learning outdoors' which has resulted in stimulating outdoor activities for children. The manager checks on the quality of staff observations of children and planning each month. She uses this information to make plans to remedy any inconsistencies. Staff track children's progress in order for them to be aware of children operating below expected levels so that appropriate solutions are sought.

Staff extend children's learning well by working successfully with others. They work effectively with parents by keeping them informed of their children's progress. Staff provide parents with good opportunities to contribute to their children's learning. Staff share information on children's development with local schools and invite teachers to visit the nursery. This partnership supports children well.

Management understands clearly the strengths and weaknesses of the nursery because it evaluates all aspects of the provision. This has helped management to set clear goals for improvement, such as to enhance planning so that staff use the best methods to encourage children to make good progress. The management team has addressed previous recommendations. For instance, parents are more involved in children's learning because they share their written observations of their children's achievements with staff. The nursery operates successfully and has good ability to sustain this.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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 | | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | There were no children present at the time of the inspection. 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

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| Unique reference number | EY404702 |
| Local authority | Wandsworth |
| Inspection number | 844941 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 24 |
| Number of children on roll | 20 |
| Name of provider | Nuffield Health |
| Date of previous inspection | 07/09/2010 |
| Telephone number | 02088741155 |

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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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