

# Nuffy Bear Day Nursery

Nuffield Health Fitness & Wellbeing Centre, Highfield Park Drive, ST. ALBANS, Hertfordshire, AL4 0AH

<b>Inspection date</b>	11/12/2014
Previous inspection date	13/05/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 teach children the key skills they need to support their learning. Older children enjoy experiences that capture their imagination. As a result, they make good progress in their learning and development.
- Children are happy as staff provide a warm and caring environment. They settle quickly because staff develop trusting and effective relationships with their parents.
- Staff have a secure knowledge of safeguarding issues and the procedures to follow should they have any concerns about the welfare of children in their care. This results in children being protected from potential harm.
- The management team regularly review practice. They work closely with staff to ensure that their knowledge, understanding and practice is continually developed.

### It is not yet outstanding because

- Staff have not explored the opportunities for babies and younger children to be able to express themselves, for example, by providing pictures and photographs of familiar items and objects that they are interested in.
- Staff do not consistently extend younger children's thoughts and ideas so that they have rich, learning experiences, for example, by using visual aids to help children make connections during story sessions.

## 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 children's play and staff interactions indoors, outside and during mealtimes.
- The inspector checked evidence of suitability and qualifications of staff working with children. She also sampled a selection of policies and children's records.  
The inspector checked evidence of the qualifications and the suitability of adults working on the premises. She also discussed the recruitment process and sampled documentation used during this time.
- The inspector carried out a joint observation with the manager of the activities on offer.  
The inspector looked at the improvement plan. She discussed this with the manager and the development officer of the nursery to ascertain the impact to children and staff.

## Inspector

Maura Pigram

## Full report

### Information about the setting

Nuffy Bear Day Nursery was registered in 2013. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is owned and managed by a charity. It serves the local area and is accessible to all children. It operates from within the Nuffield Health and Well-being Centre in St Albans. There are two separate enclosed areas available for outside play. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6.30pm and children attend for a variety of sessions. In addition to the day nursery facility, the setting provides a creche facility for under five-year-olds, from 9am until 12pm, Monday to Friday and from 9am until 1pm on a Saturday. A holiday club operates during all school holidays from 8am until 6pm for four-year-old school children. There are currently 48 children on roll who are in the early years age range. The nursery receives funding for the provision of early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language. The nursery employs 14 members of childcare staff. Of these, one staff member holds an appropriate qualification at level 5. Nine staff members hold appropriate early years qualifications at level 3 and two staff members hold an appropriate qualification at level 2. Additional staff are employed for the creche and holiday club facilities.

### What the setting needs to do to improve further

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

- provide more opportunities for younger children to express themselves, for example, by using familiar objects, photographs and pictures to introduce new words and encourage responses from children
- build further on younger children's learning, for example, by using visual aids during story sessions so that children can make links in their thoughts and ideas to provide a richer learning experience.

### Inspection judgements

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

Staff have a secure knowledge of the learning and development requirements of the Early Years Foundation Stage. They demonstrate that they understand how children learn. Since the last inspection, they have attended relevant training related to the effective use of teaching strategies. This has had a positive impact on the good quality of teaching across all of the children's base rooms. Staff plan interesting activities and experiences to enhance their progress. They take into account their interests and preferences so that

children's curiosity to learn is embraced. For example, staff know that babies love exploring with sand. As a result, when children arrive, staff talk to them about activities that they have previously enjoyed and ensure favourite items are set out for them. Therefore, children quickly settle to play and learn. Babies enjoy discovering how to operate interactive toys. Toddlers have great fun burying cars and play figures in sand. Staff sit alongside them and use effective teaching strategies, such as, providing a running commentary. Consequently, children attempt to copy words that they hear, which supports their emerging language skills. However, staff have not considered extending younger children's learning even further by having pictures of items that they are interested in displayed at low level. This means opportunities to gain responses from children and support their emerging language are not maximised.

Children in the pre-school demonstrate that they are active learners when they join in with the exciting activities provided for them. Their interests are very well known and are effectively used in planning. The room leader is very enthusiastic and has a secure understanding of how to make teaching and learning fun. As a result, children are very busy in activities that they enjoy, and they make good overall progress in their development. For example, topics related to popular books and films results in children creating interesting displays. In addition, they help to create a cosy area, where they construct models, complete jigsaws or share books. Children confidently use items, such as, scissors, glue and paint to create items that interest them, such as a replica of Big Ben. This helps them to learn about the world around them. Staff encourage older children to recognise their own names and many write for a purpose, such as, creating signs for use within their base room. This supports their readiness for school. Children in the toddler room enjoy freely exploring a varied range of resources set out for them. Staff are attentive to their needs and help them to learn new skills, such as threading large play buttons. Children receive lots of praise, and as a result, they concentrate for a long period. Staff provide a variety of activities to support children's learning, such as exploratory play with paints. Staff display children's artwork, which promotes their self-esteem. Children who speak English as an additional language are generally well supported. For example, key words used by children are obtained on entry and staff refer to these during the day. In addition, they use pictorial books to help children identify their needs and preferences. However, staff have not consistently fully explored other ways to support some children's understanding, such as, using visual aids during story sessions, to help them make links in their learning.

Partnerships with parents are good. Staff collect a range of useful information from parents prior to their children starting. Together, staff and parents establish children's starting points and agree areas for development. Ongoing communication with parents means that they are involved in their children's progress. Staff carry out regular observations, which are recorded in children's learning journals. These also contain examples of children's work and photographs of achievements. Staff ensure that their planning is flexible to meet children's interests and developmental needs. They encourage parents to share any observations made at home. In addition, regular discussions about their children's learning and development means that there is continuity of care, so that children's needs are met. Staff also carry out the progress check for children between the ages of two and three years, to plan for the next steps in their learning. They share this with parents so that any identified gaps in children's learning are discussed and supported.

In addition, children's development is discussed with all staff. As a result, the whole team are able to have a secure knowledge of each child's progress and the next steps in their learning.

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

Staff are kind and attentive to children's needs. Therefore, babies and children develop close and affectionate attachments to their key persons and other staff. Children are well supported when they are moving between rooms. For example, their key person or a familiar staff member accompanies them on visits until they become comfortable with their new surroundings. Since the last inspection, the manager has introduced a buddy key-person system. This means that children develop positive relationships with other staff members who are able to effectively meet their needs. New children are helped to feel secure, because comforters are easily available and favourite play items are set out prior to their arrival. This means that staff take positive steps to ensure children feel happy and settled. They discuss all care needs with parents on entry, which includes dietary and health needs. Staff ensure that babies' home routines are followed, so they continue to feel secure. Children are able to sleep according to their needs and they are checked very regularly by staff to ensure that they remain comfortable.

Children are helped to manage their feelings and to learn how to treat each other with respect. Staff are good role models because they lead by example. They use frequent praise and encouragement to raise children's self-esteem and encourage positive behaviour. This contributes effectively to supporting children's emotional readiness for the next stage in their learning, such as, mixing with others when they start school. Staff provide a warm and welcoming environment. Children's base rooms are bright and resources are of good quality. Children are freely able to select items that interest them. This supports their independence and confidence. Children's safety is promoted during the routine of the day. For example, children are reminded not to run indoors and staff explain the reasons why. Children learn to take safe, supervised risks in their play when they use the outdoor soft play equipment. This outdoor area is partially covered, which means that they benefit from fresh air and physical exercise in all weathers. Children show that they are learning how to keep themselves safe when they walk to the outdoor areas. For example, staff remind them to keep hold of the handles on the rope that is used when walking to and from different play areas. Children confidently use the climbing apparatus, which develops their physical skills and control of their bodies. For example, they ride wheeled toys with confidence, climb ladders and negotiate obstacles when they are playing on the soft play apparatus.

Staff provide babies and children with opportunities to play outside in the fresh air every day. They enjoy playing in the mud kitchen and digging in soil. Children learn about eating healthily as they serve themselves nutritious snacks and meals. These are freshly prepared on the premises. Staff are aware of children's dietary needs and these are carefully followed. Mealtimes are a sociable occasion and all children eat together. Staff sit with children and act as good role models. They promote good social skills, join in with conversations and encourage children to develop good eating habits. They also encourage older children to serve themselves and to clear their plates when they have finished. This

promotes their independence skills. Children manage their own personal care needs according to their ages and stages of development. Staff effectively manage babies' personal care routines, such as nappy changes.

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

All staff have a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The manager and her staff are fully aware of the importance of safeguarding children and the procedure to follow in the event of a child protection concern. They attend regular training to ensure their knowledge is up to date. The manager ensures that staff know the possible signs that children may be at risk, the importance of keeping clear records and responding quickly to concerns. She does this through discussions at team and individual meetings. This contributes to protecting children's welfare. Information about safeguarding is displayed by the entrance area, so that parents are aware of procedures followed to protect children. Recruitment procedures are robust. All staff are subject to Disclosure and Barring Service checks and references from previous employers to confirm they are suitable to work with children. In addition, rigorous interview procedures are followed to ensure that suitable staff are recruited and that they have the expected qualities to work in the nursery. Regular discussions, appraisals and clear supervision means that training needs are discussed and supported.

The management team have successfully addressed the action and recommendations raised at the previous inspection. For example, staff have developed their knowledge on how children learn and effective teaching strategies. They now follow children's lead and plan interesting activities to engage their interest. This has a positive impact on children's learning and development. The manager and deputy monitor the assessment and planning, to ensure that the educational programmes continue to challenge and effectively support children's learning. In addition, there is a more robust key-person system in place, which enables children's needs to be met effectively. The manager is well supported by her deputy. Together, they monitor staff practice, their planning and the activities they provide for children. There are systems in place to track children's developmental progress to ensure they quickly identify and close any gaps in their learning. Also since the last inspection, an action plan has been implemented and is regularly reviewed to ensure continuous improvement. This is supported by the local authority and is regularly reviewed, so that this has a positive impact on children. Staff meet regularly together to discuss children's needs, training and evaluation. Continuous self-evaluation identifies strengths and weaknesses of the nursery, and demonstrates clear targets for improvement. For example, they plan to develop the outdoor areas and to review the resources. The overall monitoring of the nursery is an ongoing process. Views of staff, parents and children are included in the monitoring process and these are valued.

Since the last inspection, the management team have reviewed the organisation of the deployment of staff and the children's base rooms. This has had a positive impact on children's learning. For example, the position of room leaders has been created. This means that staff rise to the challenge of ensuring that children's learning is monitored. In addition, children are now cared for in separate age-appropriate groups. Consequently,

activities are planned to suit their developmental needs. Staff work well with parents and carers to ensure children's individual needs are met. For example, they are well informed about their children's progress and achievements on a regular basis. Support and advice is offered as and when needed. This means that there is continuity of care and learning to benefit children. Parents comment that they are pleased with their child's progress and the care that they receive. They are encouraged to share information from any other agency that is involved in the care of their child, such as health professionals, so that children's individual needs are understood and met. Staff prepare children for the next stage in their learning and moving on to school, for example, by reading stories related to starting school. The nursery has procedures in place to work closely with other agencies and professionals to support individual children as and when the need arises.

### **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

<b>Unique reference number</b>	EY463946
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	981236
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	48
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Nuffield Health
<b>Date of previous inspection</b>	13/05/2014
<b>Telephone number</b>	07971267770

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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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