

Nuffy Bear Day Nursery

Wexham Street, Stoke Poges, Slough, Berkshire, SL3 6NB

Inspection date	13/01/2015
Previous inspection date	25/03/2009

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		1
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

- The manager provides strong leadership and constantly reflects on practice within the nursery. Plans for improvement are well targeted to further improve the high quality of the provision.
- Arrangements for safeguarding children are effective as there are well-implemented policies and procedures. Staff regularly refresh their knowledge and understanding to ensure this is accurate and current.
- Staff extensively promote children's emotional well-being to instil high levels of self-confidence and independence. This supports successful transitions to school.
- Staff identify children whose learning and development is not at a typical level and secure interventions to ensure those children make sufficient progress.

It is not yet outstanding because

- The organisation of some small group activities, and children's move between activities and daily routines, do not always work well to fully sustain children's interest and keep them engaged.

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 activities in the indoor and outdoor environment.
 - The inspector conducted a joint observation with the manager.
 - The inspector toured the premises, held meetings with the manager and spoke to staff and children during the course of the inspection.
 - The inspector took into account the views of parents spoken to on the day.
- The inspector sampled children's records and a range of documentation including evidence of suitability and qualifications of staff working with the children, and the provider's self-evaluation form.

Inspector

Kim Andrews

Full report

Information about the setting

Nuffield Health Fitness and Wellbeing Nursery opened in May 2000 and is one of 35 provisions nationwide. It is situated in a residential area of Stoke Poges, Buckinghamshire. It operates from four ground floor rooms in a self-contained building on the health club site, with facilities for the disabled. Children have access to a secure outdoor play area. It is open each weekday, from 8am to 6pm, for 51 weeks of the year. Children in the three to five year age group are offered swimming lessons within the health club on a regular basis. There are currently 66 children from three months to five years of age on roll, who have varying attendance patterns. It currently supports a number of children with English as an additional language. There are 23 members of staff working within the nursery, of whom 15 have appropriate early years qualifications. The nursery receives support from Buckinghamshire Early Years Quality Development Advisors and Nuffield Health Nursery Head Office Team. The nursery holds a holiday camp for children aged 5 to twelve years during non-term time.

What the setting needs to do to improve further

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

- review the organisation of group activities and the planning of moves between activities and daily routines to ensure all children remain engaged in their learning.

Inspection judgements

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

Children are making good progress due to the well-balanced educational programme. They are confidently and competently gaining the skills, attitudes and dispositions required for their next stage of learning. Staff support communication and language skills as they provide opportunities for children to extend their vocabulary, introducing new and complex words to their play. For example, outside in the mud kitchen staff extend the digging activity by talking about pirates and treasure maps. Staff use questions to extend children's thinking and responses. Children take time to think, absorb the information and respond using clear language, gestures and expressions, to communicate their understanding. This effective teaching supports children who speak English as an additional language particularly well. Children thoroughly enjoy the choice of playing indoors or outdoors. Staff effectively promote all areas of learning by organising experiences for children both indoors and outside.

Children have very good opportunities to thoroughly enjoy exploring the world around them, particularly in the Forest school area, designed to encourage and inspire individuals through positive outdoor experiences. This highly, stimulating environment promotes

learning and challenge. Staff question and make positive statements to encourage children's creative thinking and problem solving. However, at times staff do not always engage all children successfully. For example, when children move between activities and daily routines, and during some small group activities a few children lose interest and concentration which leads to their reduced engagement.

Staff makes good use of the effective assessment programme to observe, monitor and track children's development. Staff gain information about children's starting points on entry and use these to make successful plans for children's ongoing learning. All staff input into planning to provide for children's individual progress. Staff are able to identify gaps in children's progress. This leads to their careful monitoring and planning to provide for children's needs. External intervention and support is secured for children if required. Staff share children's achievements with parents on a daily basis through verbal feedback and parents receive regular written summaries of children's progress.

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

The highly effective key-person system ensures that children have developed strong attachments and bonds with staff which consistently supports their emotional well-being. Staff greet and welcome the children and their parents into the nursery, which ensures that the children feel valued and cared for and that relationships with parents are very good. Children spend quality time with their key person during various times throughout the session, where they have the opportunity to share experiences and achievements and talk about what they would like to do next.

Staff are well deployed within this nursery and provide children with clear guidance and positive reinforcement on what is acceptable behaviour. As a result, children show care and concern for their friends from a young age and play cooperatively together. Children are progressing extremely well in this nursery, as they are encouraged to be independent and manage their own personal care needs where appropriate. For example, staff are supporting children to go independently to the toilet and wash their own hands thoroughly without prompting. Children also independently wash their hands after messy play and before snack. The nursery provides children with healthy and nutritious food and encourages the children to try new things. Staff ensure that all mealtimes within this nursery are sociable. Staff sit with the children while they are enjoying a selection of fruit for snack. As a result, staff are demonstrating the importance of healthy eating and are using this time effectively to talk to the children about the different foods they are eating. Therefore, children are developing a good knowledge of different food choices. Children have access in all weathers to the outdoor area where they enjoy fresh air and regular daily exercise. Staff in this nursery place a great emphasis on promoting healthy lifestyles.

The process to help children settle into the nursery is highly effective. Staff invite new parents and children for initial visits prior to the start of nursery and there is a gradual admission for new children, to ensure that the move into the nursery is smooth. As a result, children demonstrate that they feel safe and secure within this nursery. Parents complete a registration form for their child upon entry, which provides the staff with

detailed and meaningful information on the child's care routines, health requirements, allergies, special dietary needs and food preferences.

Children make independent and confident choices about where they play, whom they play with and what to play with, both inside or outdoors. Staff support children's self-help skills as they put their own coats on, attempt to do up zips and buttons, and get themselves changed for swimming each week. This demonstrates the good preparation of children for the next stage in their learning. This is a particular strength when children move to school. All children have access to fresh air throughout the session and flourish through a vast range of physical exercise and resources to extend their physical skills.

Staff provide a very inclusive environment, where children learn about the positive differences in society. Staff support children who speak English as an additional language extremely well, with a vast range of activities to value and reflect their home language and culture. Children learn about different festivals, using creative, cooking and story activities to promote their understanding and interest in other people's lives.

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

Staff have up-to-date knowledge of the steps to follow if they have concerns about children in their care. They attend regular training, and have current and correct procedures readily to hand in order to take swift and appropriate action if necessary. Children play in a safe and secure environment due to robust risk assessments and a well-deployed staff team who supervise children responsibly. Children play with a vast range of resources that are appropriate for their stage of development, well maintained and accessible. Staff are appropriately qualified and have relevant suitability checks completed. This is due to robust recruitment procedures. There is a comprehensive induction procedure in place for new staff to ensure they are fully aware of their own and others, roles and responsibilities. This ensures a good quality of teaching is maintained across the nursery.

Risk assessments and daily checks of this nursery are thorough; consequently, the nursery is safe and secure. Accident recording and reporting procedures meet requirements and ensure that children are well protected. Qualified and experienced staff are effectively deployed throughout the nursery. As a result, children are constantly well supervised to ensure they remain safe.

The management team has a clear understanding of their responsibility to meet the requirements of the Early Years Foundation Stage. They successfully monitor staff's practice and the quality of teaching through regular supervision and appraisal meetings. Staff attend regular training and their training needs are identified through observations of teaching and the impact this has on children learning. Staff have very positive attitudes towards developing their practices and implement these accordingly to meet individual children's needs.

The manager sets high standards for the quality of the provision. The manager regularly reflects on the practice and provision, and is regularly setting targets for improvement and striving to achieve these to ensure that the nursery is continuously improving. Staff have a good understanding that developing strong relationships with parents and other external agencies has a significant impact on the children's learning and development and the care which they provide. Staff build and maintain strong partnerships with parents through taking time each day to discuss their child's learning experiences and achievements, as well as their care needs.

Parents speak highly of this nursery and the staff and express that they are very happy with the care and learning which their children are receiving. The nursery has developed strong partnership working arrangements with the local children's centre. As a result, they are able to support and meet the needs of children and their families. There are also effective partnership arrangements with local primary schools in preparation for children making the move between settings. These contribute to meeting the children's needs and preparing them for the next stage of learning.

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

Unique reference number	107979
Local authority	Buckinghamshire
Inspection number	839514
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	54
Number of children on roll	66
Name of provider	Nuffield Health
Date of previous inspection	25/03/2009
Telephone number	01753 663996 Nursery

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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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