

Nuffy Bear Day Nursery

Sidmouth Road, Wilesden, London, NW2 5JY



Inspection date	29 October 2015
Previous inspection date	10 May 2010

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

- Staff support children's personal, social and emotional development. Children settle well and eagerly engage in learning. Babies develop a good sense of identity and belonging, for example, as they access photographs of themselves.
- Teaching is strong. Staff have a good understanding of the Early Years Foundation Stage. They plan and provide exciting learning experiences across the areas of learning. This helps children to make consistently good progress in relation to their starting points and capabilities. Children are ready for the next stage in their learning, including starting school.
- Staff promote children's understanding of diversity around them. Children use resources and engage well in activities that help them learn about their own identity and culture, and those of others.
- Children enjoy fresh air and a wide range of activities in the outdoor area. This enhances their learning, including their physical development.
- Staff work well with external agencies to support children who are learning English as an additional language, disabled children and those who have special educational needs. This enables children to enjoy learning and to catch up.
- Management evaluates and monitors the quality of the provision to continually provide a good service.

It is not yet outstanding because:

- Occasionally, some staff miss opportunities to ask children questions to encourage children to think for themselves and solve problems.
- Staff do not use highly successful systems to encourage all parents to contribute to their children's next steps in learning.

What the setting needs to do to improve further

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

- ensure that all staff consistently use questioning well enough to encourage children to think, solve problems and to extend their language skills
- find highly successful ways to encourage all parents to contribute to their children's learning.

Inspection activities

- The inspector observed activities and the quality of teaching in all parts of the setting, including the outdoor provision.
- The inspector spoke to staff and children at appropriate times during the inspection, and held meetings with the management team.
- The inspector carried out joint observations with the manager.
- The inspector took account of the views of parents spoken to during the inspection and reviewed parents' written comments and suggestions.
- The inspector looked at children's records, planning documentation and the setting's policies and procedures, including those related to the suitability of staff.

Inspector

Fatiha Maitland

Inspection findings

Effectiveness of the leadership and management is good

Management and staff understand their responsibility to meet the requirements of the Early Years Foundation Stage. Management observes the quality of teaching and learning, and sets appraisal targets for staff to improve their skills and to benefit children's learning and development. They check children's individual records and track the progress of each child and groups. This helps them to address any gaps in learning to ensure all children achieve well. Safeguarding is effective. The provider carries out vetting checks on all staff to ensure their suitability to work with children. Staff receive good support and attend courses to improve their skills; as is evident in the improvements made since the last inspection. For example, staff are familiar with safeguarding issues and the procedures to follow should a concern arise. Staff act on information from parents, children and outside professionals to evaluate their practice and sustain good outcomes for all children.

Quality of teaching, learning and assessment is good

Staff have a good knowledge of how children learn and develop. They provide a wide range of learning opportunities to promote children's learning. They work well with parents and use gradual settling-in arrangements to help children to become familiar with their surroundings and staff. Staff obtain information from parents about their child's interests, needs and care routines. They use this information with their ongoing observations to support children's learning and development, and to provide extra help to narrow gaps. Staff talk a lot to children and help them to voice their opinions on matters which interest them. This helps children to develop their communication and emotional skills. Children explore the natural world and learn to look after living things.

Personal development, behaviour and welfare are good

Staff develop positive relationships with children and teach them right from wrong. They help children to play together and to show consideration to others to promote their social skills. Children learn to wash their hands before mealtimes and after using the toilet. Staff promote dental hygiene, for example, they encourage children to brush their teeth after lunch. Staff conduct risk assessments on premises and resources to ensure that children remain safe and secure. They take children on outings to enrich their learning, ensuring that all parents give written permission for their children to take part in such activities.

Outcomes for children are good

Children make good progress and any gaps in learning are closing rapidly. Babies learn to use musical instruments safely and to explore different sounds. Older children develop independence and self-care skills; they tidy up resources and put on their coats before they go outside to play. They count objects and order numerals correctly. They write their own name independently.

Setting details

Unique reference number	EY404727
Local authority	Brent
Inspection number	838512
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	32
Number of children on roll	20
Name of provider	Nuffield Health
Date of previous inspection	10 May 2010
Telephone number	02084517863

Nuffy Bear Day Nursery registered in 2010. It is located in Willesden Green, in the London Borough of Brent. The nursery operates each weekday, from 8am to 6.30pm, for 48 weeks of the year. The provider receives funding for the provision of free early education to children aged two, three and four years. The provider employs 12 members of staff; of these, one holds Early Years Professional Status and 10 staff have relevant early years qualifications at level 2 or 3.

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