

Nuffy Bear Day Nursery

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



Inspection date 16 January 2017
Previous inspection date 16 April 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The leadership and management team does not offer staff continuous support to help improve teaching. The quality of teaching is inconsistent. Children do not all make good progress from their starting points.
- The leadership and management team does not ensure staff assess children's progress between the age of two and three years or provide parents with a summary, as required.
- The leadership and management team does not evaluate successfully to identify all areas for development to improve outcomes for children.
- Staff do not provide consistent support for children's learning in the absence of their key person. Some staff do not challenge children's language, problem-solving and early writing skills effectively.

It has the following strengths

- Staff are kind and have a positive approach to managing children's behaviour. Children learn about each other's differences and how to respect one another, and they behave well. They are happy and settle in quickly.
- Staff provide a welcoming, safe and secure environment.
- Staff offer children plenty of opportunities to develop independence and look after themselves. For example, after meal times staff teach children how to clean their teeth.
- Staff provide a range of activities that children engage with and enjoy.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ provide support, monitoring and training for staff to improve their teaching skills and deliver challenging learning experiences to help children make consistently good progress	27/03/2017
■ complete a written summary of children's progress between the ages of two and three years and share this with parents.	27/03/2017

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

- enhance self-evaluation to identify areas for development effectively to improve outcomes for children
- build on children's learning to enhance their communication, language, problem-solving and early writing skills
- improve the support for children's learning in the absence of their key person.

Inspection activities

- The inspector carried this inspection out following the risk assessment process.
- The inspector checked the safety and security of the premises. The inspector observed staff deployment and spoke to them about their understanding of how to protect children and keep them safe.
- The inspector held a meeting with the manager and sampled a range of documentation, including children's assessments, and documents confirming staff's suitability and qualifications.
- The inspector completed a joint observation with the manager.
- The inspector spoke to staff, parents and children at appropriate times during the inspection.

Inspector

Katarina Hustava

Inspection findings

Effectiveness of the leadership and management requires improvement

The leadership and management team does not support staff's professional development effectively to help improve their teaching skills and all children's outcomes. They use funding received for children efficiently. For example, they have purchased resources and staff use them to help strengthen children's small muscles. Safeguarding is effective. The leadership and management team ensures staff maintain the security of the premises. For example, following an incident, the manager improved staff induction, deployment and risk assessments, added an elevated handle to doors and reminds staff to perform head counts to keep children safe. The leadership and management team ensures staff know how to deal with accidents and follow procedures to protect children's welfare.

Quality of teaching, learning and assessment requires improvement

Staff do not check the progress children make aged two years or share this with parents. However, they gather information from parents when children first start and track children's progress in relation to their starting points. Staff plan for children's learning but do not provide all children with challenge to help extend their learning. For example, some staff do not help children to hold a pencil securely to support their early writing. Not all staff use opportunities or respond to children's questions to extend their language, thinking and problem-solving skills. Other staff enhance children's communication well, for instance, extending their vocabulary. Most staff respond well to children learning English as an additional language. For example, they speak to them in their home language to support their developing communication.

Personal development, behaviour and welfare require improvement

Staff help to keep children safe and secure. Children, especially babies develop secure attachments with their key person. They enjoy cuddles and are settled. However, sometimes in the absence of a key person, some children do not receive consistent support to help engage them in learning. Staff encourage children to learn how to lead a healthy lifestyle. For example, children eat healthy meals and take regular exercise, which helps to develop their physical skills. Staff help children develop confidence. For example, they praise children for their efforts and achievements.

Outcomes for children require improvement

Some children, including those who require additional help, do not receive sufficient challenge to develop their skills effectively due to limitations in the quality of teaching. However, most children progress and learn a range of skills that prepare them for their move to school. Children are active and enjoy exploration. They learn about the changes in weather, for example, how sun and rain can create a rainbow. Children develop their creative skills, such as painting pictures and building construction designs.

Setting details

Unique reference number	122575
Local authority	Surrey
Inspection number	1082336
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	76
Number of children on roll	62
Name of registered person	Nuffield Health
Registered person unique reference number	RP905010
Date of previous inspection	16 April 2014
Telephone number	02083352901

Nuffy Bear Day Nursery opened in 1998. The nursery is located within Nuffield Health and Well-being Club in Surbiton, Surrey. Nuffy Bear Day Nursery operates Monday to Friday between 7.30am and 6.30pm for 51 weeks a year. There are 21 staff. The manager and 13 staff hold a relevant childcare qualification at level 3, one member of staff is qualified at level 6 and four at level 2. The nursery receives funding for the provision of free early education for children aged two, three and four years.

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