

# Nuffy Bear Day Nursery

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



## Inspection date

28 March 2017

Previous inspection date

13 January 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision is inadequate

- Staff's assessment of children's learning is not consistently strong across the nursery. Not all staff make regular and precise assessments of children's learning to allow them to effectively plan suitably challenging activities.
- Staff in the toddler room do not have a consistent approach to help children understand what is and is not acceptable behaviour. This potentially puts other children at risk.
- Safeguarding is not yet fully effective as some staff do not have a clear understanding of how to recognise that a child may be risk of having extreme views about what is right and wrong.
- The management team has not used self-evaluation to help it identify weaknesses in the nursery practice.

### It has the following strengths

- Children enjoy the time they spend outdoors. They keenly investigate the insects, climb trees, dig in the mud and cut wood.
- Staff have positive relationships with parents that help them to meet children's care needs. Staff involve parents in their children's learning.
- Children develop some useful skills in readiness for school. For example, they gain independence skills and some children learn to recognise and write their names, count and use mathematics in everyday situations.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure that all staff have a good understanding of all possible signs that a child may be at risk of harm</li> </ul>	30/04/2017
<ul style="list-style-type: none"> <li>■ ensure the behaviour policy is consistently implemented across the nursery and that staff working in all areas manage behaviour in a way that is specific to the individual needs of younger children</li> </ul>	14/05/2017
<ul style="list-style-type: none"> <li>■ develop the monitoring of staff assessments of children's abilities, in order to gain an accurate understanding of the variations in teaching and learning across the nursery.</li> </ul>	14/05/2017

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

- use evaluation more effectively to identify strengths and weaknesses in practice in order to drive and sustain improvement.

### Inspection activities

- The inspector spoke to a selection of parents and took their views into consideration.
- The inspector spoke to staff at appropriate times during the day and asked questions regarding safeguarding and children's care and learning.
- The inspector discussed the systems used to review and evaluate the provision with the nursery manager.
- The inspector observed staff interactions with children during activities and sampled documentation in relation to children's development.
- The inspector conducted a joint observation with the nursery manager.

### Inspector

Ingrid Howell

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. Safeguarding and welfare requirements are not met which has a significant impact on the well-being of children. Not all staff understand the signs that a child may be at risk of harm. The manager monitors children's progress. However, she does not focus sufficiently on the assessments the staff make of children's learning; which do not always represent a true reflection of what children can do. This means that some children do not get the support they need to make adequate progress in their learning. The management team uses rigorous recruitment procedures and provides regular meetings and some relevant training for staff. However, systems to evaluate staff's practice are not robust and the manager has not identified weaknesses in teaching, behaviour management and safeguarding knowledge.

### Quality of teaching, learning and assessment requires improvement

Staff observe children's learning and, generally, have a suitable awareness of children's overall development. However, some staff do not accurately or consistently gather, or use information from assessments to help them identify any extra support or challenge children may need. This affects the progress children make. Staff support children's communication and language skills well. For example, they use open-ended questions to challenge children's thinking and repeat simple sentences for younger children to understand. Most children make steady progress from their starting points, including those who speak English as an additional language.

### Personal development, behaviour and welfare are inadequate

Staff's safeguarding awareness and behaviour management skills compromise children's well-being. For example, staff in some rooms do not follow the behaviour management policy or use positive strategies to help manage children's behaviour. Children's poor behaviour potentially puts other children at risk. Some staff offer children praise and encourage them to have a positive attitude to learning. For example, children learn to explore the outdoors and use apparatus with confidence. Children have good relationships with their key persons and this gives them the self-assurance to try new things. Most children have some understanding of how to keep themselves safe. For example, they learn the importance of planning how to climb trees and how to get down safely before doing this.

### Outcomes for children require improvement

Most children are developing within typical ranges for their age. However due to the weaknesses in the quality of assessment in some areas not all children are making the best possible progress. Older children enjoy activities that support their early writing and counting. For example, they enjoy writing their own names using a variety of resources and count the number of scoops of water needed to fill up a watering can.

## Setting details

<b>Unique reference number</b>	107979
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	1085691
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	101
<b>Name of registered person</b>	Nuffield Health
<b>Registered person unique reference number</b>	RP905010
<b>Date of previous inspection</b>	13 January 2015
<b>Telephone number</b>	01753 663996 Nursery

Nuffy Bear Day Nursery opened in May 2000. It is situated in a residential area of Stoke Poges, Buckinghamshire. It is open each weekday from 8am to 6pm, for 51 weeks of the year. There are 24 members of staff working within the nursery, 13 of whom have appropriate early years qualifications. The nursery receives support from Buckinghamshire Early Years Quality Development Advisors and Nuffield Health Nursery Head Office Team. The provider is in receipt of funding for the provision of free early education to children aged two, three and four years.

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