

Nuffy Bear Day Nursery

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



Inspection date	31 August 2017
Previous inspection date	28 March 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- The nursery has made many improvements to practice, since the last inspection. For example, staff are confident in their roles following useful training that supports the ways they implement consistent strategies to help them promote children's understanding of expectations and positive behaviour. All children behave very well and have warm bonds with staff.
- Staff adhere to the provider's effective policies, procedures and risk assessments to guide practice and support children's safety, health and well-being.
- Staff competently use new methods that monitor the progress children make. They now have a clear understanding of children's starting points and individual next steps.
- Children learn in an exciting, interesting and challenging environment. Children make good progress and show motivation and eagerness to learn.
- Staff have high expectations for all children at the setting. They are proactive in establishing partnerships with others in regard to supporting children who have special educational needs, to ensure gaps are closing and all children reach their potential.

It is not yet outstanding because:

- Although enthusiastic staff encourage children's participation, the reading area is not utilised effectively to support the different ways children take an interest in literacy.
- Staff miss some opportunities to increase the ways babies explore and imitate sounds, such as songs, rhymes or music, to support their listening and attention skills.

What the setting needs to do to improve further

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

- broaden the ways children develop their emerging reading skills, to support their interests and literacy awareness
- encourage different ways for babies to acquire, respond to, and develop further their listening and attention skills.

Inspection activities

- The inspector observed staff interactions with children during play activities indoors and outdoors.
- The inspector and the acting manager conducted a joint observation. They discussed how staff are supported in their roles and how staff monitor children's progress.
- The inspector sampled the provider's documentation and children's developmental records.
- The inspector spoke with children, parents and staff.
- The inspector met with senior staff and discussed how staff reflect on the provision of care. She read the provider's self-evaluation document and took this into account.

Inspector

Aileen Finan

Inspection findings

Effectiveness of the leadership and management is good

The provider uses effective systems for recruitment of staff to ensure their suitability. Since the last inspection, staff state passionately that 'morale is much improved'. For example, staff acknowledge they are now confident to work with children of all ages and know how to adapt strategies so children gain the most from their play. Managers have reflected well on the quality of the provision. With staff they have evaluated the effectiveness of the environment and what needed to change, to improve the outcomes for children. Partnerships are positive. Parents state that feedback is informative and that children have close relationships with their key person. Staff offer parents useful information about how children learn and how to plan activities at home to strengthen what children achieve. Safeguarding is effective. Staff competently demonstrate their understanding of all aspects of safeguarding matters and how to protect children.

Quality of teaching, learning and assessment is good

The management team has successfully introduced new systems for reviewing the quality of children's learning and for how different groups of children's progress is monitored. For example, a new role of coordinator has been introduced to support and supervise staff with planning and assessment of children's progress. Staff know children well and overall interact with them effectively. Enthusiastic staff state that training has provided them with the skills to observe children with more accuracy. Staff offer a broad range of activities indoors and outdoors. They are proactive in encouraging children to develop caring relationships with one another. For example, when children put on coats and boots, those who are most able help the younger or less able with kindness and respect.

Personal development, behaviour and welfare are good

Staff provide a broad range of stimulating activities, which children choose from confidently. The interesting outdoor environment thoroughly supports the different ways children learn, across all areas of learning. Staff support children's independence and awareness of differences and respect for each other. For example, lunchtime routines support children with a broad range of skills, as they serve themselves, clear away plates, happily talk about their favourite foods, and listen attentively as others speak. Staff update their understanding of babies' care routines regularly, so they are fully aware of any changes, such as for sleep and weaning patterns.

Outcomes for children are good

Children enjoy their play. Older children show curiosity outdoors, particularly during forest school activities as they make safety assessments, such as for climbing a felled tree which is wet. They work collaboratively with staff to determine how far they can go. Young children form emotional bonds with attentive and nurturing staff. Babies show emotional security as they instigate peek-a-boo games, for example. All children, including those needing additional support, show readiness for their next stages of learning.

Setting details

Unique reference number	107979
Local authority	Buckinghamshire
Inspection number	1096839
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	60
Number of children on roll	60
Name of registered person	Nuffield Health
Registered person unique reference number	RP905010
Date of previous inspection	28 March 2017
Telephone number	01753 663996 Nursery

Nuffy Bear Day Nursery registered in 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. The setting also operates a holiday club for children aged over five years, in a separate building. There are 18 members of staff working within the nursery, of whom 14 hold appropriate early years qualifications.

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