

Nuffy Bear Day Nursery

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



Inspection date	9 January 2018
Previous inspection date	16 January 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Since the last inspection, the newly employed manager has coached and supported staff effectively. This has significantly improved teaching practice and the quality of children's care and learning. Parents spoken to during the inspection say they are pleased with the changes and the positive atmosphere within the nursery.
- Staff work effectively as a team and in partnership with parents to meet children's individual needs. Children are happy and settled. Staff confidently and patiently support all children to make good progress.
- Staff provide an exciting range of activities that motivates children to learn. They use children's emerging interests to challenge and extend their learning effectively. For example, children mix sand and water to secure wooden blocks while pretending to be builders.
- Leaders are fully committed to supporting all staff, including apprentices, to gain appropriate and higher childcare qualifications. All unqualified staff are working towards a level 2 or 3 qualification. Staff share knowledge gained from training to effectively evaluate, influence and successfully improve their teaching practice.

It is not yet outstanding because:

- Staff do not consistently extend younger children's emerging awareness of how to keep themselves safe, for example, while playing outdoors.

What the setting needs to do to improve further

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

- build further on younger children's growing awareness of how to keep themselves safe.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector completed a joint observation with the nursery manager.
- The inspector talked with leaders, managers, staff, children and parents.
- The inspector discussed self-evaluation.
- The inspector looked at a sample of documentation.

Inspector

Catherine Greenwood

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff have a good understanding of child protection policies and procedures. The manager works in close partnership with staff, parents and other agencies to safeguard children's welfare effectively. She regularly observes staff's interaction with the children and role models good practice, for instance, to support staff to manage children's behaviour appropriately. Senior nursery staff and the manager regularly discuss objectives for continuous improvement in their group rooms. Self-evaluation is effective and actions and recommendations made at the last inspection have been suitably addressed. Staff now complete required progress checks for children aged two to three years. Teaching practice has improved. The manager regularly reviews children's progress to identify and take steps to reduce any gaps in their development.

Quality of teaching, learning and assessment is good

Since the last inspection, staff have changed and improved how they plan, evaluate and adapt activities to meet children's individual needs. They now use children's interests and choices during their play to extend all aspects of their learning and development. Staff engage and talk with children in a positive way to develop their communication and language skills. Younger children enjoy listening to stories, for instance, while sitting together in an outdoor gazebo. Staff promote children's literacy skills effectively. They teach children to identify sounds and write letters in their name, for example, while exploring fossils, bones and stones with engraved letters in dried cornflour. Children confidently solve problems, for example, while using tools to make designs from clay.

Personal development, behaviour and welfare are good

The key-person system has been improved to provide children with continuity of care and learning. Staff help children to form close emotional attachments and they are positive role models. They embrace the choices that children make and encourage them to listen to others, for instance, when children decide to use books to remember and tell familiar stories while pretending to be a teacher. Children are well behaved and develop good social skills. They laugh with enjoyment while playing imaginatively with their friends and pretending to be cats. Staff promote children's good health and independence effectively. Children play outdoors every day and enjoy moving to music during drama activities.

Outcomes for children are good

Children develop the skills they need for starting school. Children learn to identify and write numbers, for instance, while using tape measures to identify and record differences in their height. Children concentrate very well during activities. They mix paint and are fascinated by the colours and patterns they create.

Setting details

Unique reference number	122575
Local authority	Surrey
Inspection number	1083455
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	1 - 4
Total number of places	58
Number of children on roll	105
Name of registered person	Nuffield Health
Registered person unique reference number	RP905010
Date of previous inspection	16 January 2017
Telephone number	02083352901

Nuffy Bear Day Nursery registered 1998. The nursery opens Monday to Friday, from 7.30am to 6.30pm for 51 weeks a year. There are 23 staff employed to work with the children, 15 of whom hold relevant qualifications. One member of staff has a qualification at level 2, 12 at level 3, one at level 6 and one holds early years professional status. The setting receives funding to provide free early education to children aged three and four years.

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