

# Nuffy Bear Day Nursery

Hayes Lane, Bromley, Kent, BR2 9EF



<b>Inspection date</b>	23 February 2018
Previous inspection date	3 February 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children enjoy a wide range of high-quality resources and well-planned learning experiences which links directly to their individual abilities, interests and developmental needs.
- The management team is strongly committed to continuously improving the setting. It regularly reviews its provision and has clear plans regarding the improvement of the learning environment even further.
- Children are extremely polite and their behaviour is superb. On the rare occasion that any unwanted behaviour is observed, staff calmly remind children of the rules. For example, children are asked to use their 'walking feet' indoors.
- Staff successfully help children develop the skills they need for the future. Children are sociable, articulate and have a positive attitude towards their learning.
- Staff know every child really well. They work effectively with parents to make ongoing assessments about their children's development and use this information to ensure that each child makes good progress.

### It is not yet outstanding because:

- Staff do not always allow children enough time to think through their ideas and formulate the answers to questions asked of them.
- Staff miss opportunities when interacting with children to challenge their critical-thinking skills and extend their learning even further.

## What the setting needs to do to improve further

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

- improve opportunities for children to process their own answers to questions, to enable them to develop their communication skills further
- monitor staff performance and ensure staff make the most of all interactions with children to consistently challenge their critical-thinking skills to the highest levels.

### Inspection activities

- The inspector observed activities and the quality of teaching indoors and outside.
- The inspector spoke to the children and staff at appropriate times.
- The inspector held discussions with parents and took account of their views.
- The inspector sampled documentation, including safeguarding records, children's development files, staff training records and policies.
- The inspector carried out a joint observation and held a meeting with the manager.

### Inspector

Kirsty Hillocks

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a clear understanding of how to identify if children are at risk of harm and know how to refer child protection concerns. Staff recruitment procedures are good. All staff are checked for their suitability to work with children. The management team has developed a comprehensive induction and supervision system which includes appropriate training and annual appraisals. Staff consistently deploy themselves well to enable children to lead their own learning and to be available to enhance learning opportunities or offer support when required. Parents, carers and staff have established effective partnerships. There is a good two-way flow of information which supports each child's learning. For example, parents regularly provide a 'wow' observation that informs the staff of their children's achievements at home.

### Quality of teaching, learning and assessment is good

Staff make regular observations and accurately identify children's next steps for learning to help them make good progress from their starting points. Staff encourage children to be imaginative. They join in with the conversation as children roll out their dough to make 'cakes'. Staff then cleverly use the opportunity to build on children's mathematical skills as children then accurately count the line of cakes. Babies and toddlers benefit from the close interaction with staff as they sing and dance to songs. Staff support children's early reading skills well. For example, they encourage children to find a book that helps them learn more about their own teeth. Staff provide a variety of mark-making equipment to support children's emerging writing skills. For example, children decorate a cardboard igloo in their own choice of patterns and designs.

### Personal development, behaviour and welfare are outstanding

Staff have very high expectations of children to be independent and this helps them to quickly learn how to do things for themselves. For example, older children can place their name label into the electronic selection book to show what toy they wish to take from the table and play with. Personalised settling-in arrangements are created to give each child the time they need to feel secure and build lovely, close relationships with the staff. Babies develop exceptionally close bonds with the staff and enjoy a cuddle when needed. Older children settle in very quickly as they arrive at nursery. Staff use every opportunity to praise children's efforts during play and children are clearly very proud of their achievements. Staff actively support equal opportunities for all children, including those with additional needs. For example, children learning English as an additional language carry their own set of communication cards and staff use specialist equipment as needed.

### Outcomes for children are good

Children are competently learning the important skills they need to prepare them for their next developmental stage. Boys solve problems together and use the items they have available to help them. For instance, they select a heavy toy animal to smash a block of ice into smaller pieces to release the 'trapped' items. Young children practise their physical skills as they successfully make sandcastles by digging and filling moulds.

## Setting details

<b>Unique reference number</b>	137383
<b>Local authority</b>	Bromley
<b>Inspection number</b>	1068504
<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>	29
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Nuffield Health
<b>Registered person unique reference number</b>	RP905010
<b>Date of previous inspection</b>	3 February 2014
<b>Telephone number</b>	020 8466 2800

Nuffy Bear Day Nursery registered in 2000. It operates on Monday to Friday from 8am to 6pm. The nursery receives funding for the provision of early years education for children aged two, three and four years. The provider employs nine members of staff. Of these, six hold appropriate early years qualifications.

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