

# Nuffy Bear Day Nursery

Nuffield Health Fitness & Wellbeing Centre, Highfield Park Drive, ST.  
ALBANS, Hertfordshire AL4 0AH



<b>Inspection date</b>	10 December 2018
Previous inspection date	11 December 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 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

- Parents have a great deal of input into their children's learning at the nursery. Staff regularly discuss children's next steps with their parents so that they can work together effectively to support children to make good progress in their development. Staff share ideas with parents so that they can support their children's learning at home even further.
- Staff interact very positively with children as they play. They help to keep children motivated and focused as they learn and explore. Staff plan interesting activities based on the children's interests. Children take an active role in their own learning and staff follow their lead supportively.
- The manager reflects positively on how the nursery can improve further. She takes on board feedback from parents and children and makes the suggested changes effectively. Staff follow her lead and reflect on how they can also improve the learning environment for children to maximise the learning that takes place.
- Children have a strong understanding of risks and keeping themselves safe. Staff talk to them appropriately and ask them a range of questions to help them to consider potential dangers. For example, they discuss how to walk safely to the garden outside through the main gym area. Children confidently identify potential hazards, such as cars in the car park and people with hot drinks.
- Children are well prepared to move on to the next stage in their learning. They gain skills that they need to be independent. Staff help to prepare them in readiness for school. For instance, they encourage older children to change their clothes for their weekly swimming lesson.
- Tracking of the progress children make is not always accurate enough to quickly identify any gaps in children's learning.

## What the setting needs to do to improve further

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

- enhance the tracking systems in place to swiftly and accurately identify gaps in children's learning, and use this information effectively to support them to make even more rapid progress.

### Inspection activities

- The inspector had a tour of the nursery with the manager.
- The inspector held discussions with parents and took their views into consideration.
- The inspector and the manager jointly observed a planned activity. They discussed the quality of teaching that took place and considered the impact of this on the children's learning.
- The inspector spoke to children and staff at appropriate times throughout the inspection.
- The inspector held a meeting with the manager and looked at a range of documentation, including staff qualifications, policies and children's learning records.

**Inspector**  
Jennifer Hardy

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff are confident in the procedures to follow if they have any concerns about the welfare of children. Local teachers come in to visit the children at the nursery before they move on to school. Staff share information with them regarding children's development, which helps to support the continuity in their care and learning. The manager provides the well-qualified staff with regular opportunities to discuss their practice. She ensures their training is kept up to date and that they develop their professional knowledge further to support the children's learning effectively.

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

Staff encourage children to talk about their families at the nursery. This supports them to make connections between their experiences at home and nursery experiences. They confidently share information with the staff and their friends that is of importance to them. The staff set children appropriate challenges. They support the youngest children to develop their enjoyment of books from an early age and encourage them to learn how to turn the pages independently. The learning environment is inviting and children recognise that staff value the artwork they create, such as the autumn leaf prints that they produce. Staff support children to develop their language and vocabulary skills. They talk to them about the pictures they draw and encourage children to explain their ideas. Staff develop children's understanding appropriately of why things happen. For instance, staff talk to the children about why the soil moves to the top of the grass when worms dig down into the ground.

### Personal development, behaviour and welfare are good

Staff support toddlers and older children well to help them manage their personal care needs independently. For instance, children wash their own hands before mealtimes. They competently use spoons to eat and help to scrape their plates when they are finished eating. Staff praise them for their efforts. All of the children behave well at the nursery. They form meaningful relationships with the staff. The youngest children turn to the staff for comfort and reassurance. Older children ask for help confidently when they need support. Children share and take turns with their friends kindly. They learn to work together to complete tasks.

### Outcomes for children are good

Older children develop their hand-to-eye coordination well. They build towers with foam bricks and throw and catch balls. They develop their mathematical language skills and carefully count the number of balls as they put them into containers. Children learn to use their imagination as they play. For instance, they play with the dinosaurs in a tray and pretend to stomp and roar at each other. The youngest children confidently move around the room, developing their early walking skills. They explore different materials and textures with interest. All children make good levels of progress from their initial starting points.

## Setting details

<b>Unique reference number</b>	EY463946
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10069439
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	49
<b>Number of children on roll</b>	73
<b>Name of registered person</b>	Nuffield Health
<b>Registered person unique reference number</b>	RP905010
<b>Date of previous inspection</b>	11 December 2014
<b>Telephone number</b>	07971267770

Nuffy Bear Day Nursery registered in 2013. The nursery opens Monday to Friday for 51 weeks of the year, except for bank holidays. Sessions are from 7.30am until 6.30pm. The nursery employs 16 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above, and three hold level 2. The nursery receives funding for the provision of early education for two-, three- and four-year-old children.

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