

# Nuffy Bear Day Nursery - Sunbury

The Avenue, Sunbury-On-Thames TW16 5EQ



<b>Inspection date</b>	10 June 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- The manager ensures that all staff update their certification in paediatric first aid promptly. Staff have easy access to well-stocked first-aid kits should they need to use them and diligently follow procedures to record and report any injuries to parents.
- Staff are quick to establish what children can do when they join the nursery. They use these professional observations to assess children's progress across all areas of learning in their first two months at the nursery. However, on occasions, parents are not aware, fully included or reassured by the knowledge that staff are working to such high standards to promote children's learning.
- The manager creates opportunities for parents to share their views about the nursery, such as during discussions at coffee mornings, evening information sessions and special celebrations. She recognises and is acting on their shared enthusiasm for extending children's understanding of more natural habitats and play areas.
- Staff take babies outside each day. However, when the weather is bad, babies can spend very little time in natural light.
- Staff sing and children are joyful. Their lives are enriched with songs, music and rhymes. This helps all ages of children improve the quality and clarity of their speech. Children develop a broad vocabulary that reflects the wide range of experiences available to them at the nursery.
- Staff prepare children well for school and other activities in the community. The older children take pride in tidying away their crockery and cutlery after lunch and independently get ready to play outside. They are confident to use their early writing skills and experienced in playing with numbers and measurements. Outcomes are good.

## What the setting needs to do to improve further

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

- review the way that information about children's settling in and early progress is exchanged with parents to improve continuity in children's care and learning
- broaden opportunities for babies to enjoy the benefits of being outdoors.

### Inspection activities

- The inspector talked to parents and carers during the inspection to gather their views on the nursery and crèche.
- The inspector observed the quality of teaching and the impact this has on children's learning and development, both inside and outside.
- The inspector listened to and talked with children as they played and reviewed how well staff monitor and extend children's achievements.
- The inspector sampled policies and spoke to staff to gauge their understanding of safeguarding arrangements and how they promote children's welfare.
- The inspector undertook a joint observation with the manager and asked how staff training improved outcomes for children.
- The inspector looked at a range of documentation, including information on staff recruitment, suitability checks and training, and discussed plans for further improvement with the leadership team.

### Inspector

Helen Robinshaw

## Inspection findings

### Effectiveness of leadership and management is good

The manager continues to use self-evaluation and reflection well to establish and develop this relatively new nursery. For example, she has made changes to ensure that all ages of children sleep in comfort and at times to suit their own needs. The manager is good at supporting her staff and their individual professional development. For instance, she is addressing gaps in core training by adding whole-team tutoring in positive behaviour management. She is developing her own knowledge of how to support children with special educational needs and/or disabilities. The manager continues to use the company's safer recruitment policies to help secure the right number and balance of qualified staff across the crèche and nursery. The current room teams work well together and create a very happy atmosphere where children flourish. Safeguarding is effective. The manager checks that staff complete and can use their training in child protection and other areas to help keep children safe from harm.

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

Staff make accurate observations of children's achievements and interests. They use these very effectively to create further opportunities that challenge children's thinking to even higher levels. For example, staff extend children's understanding of colour mixing and potion making to include real flowers. Children observe more closely the subtle differences in the colours they mix and make comparisons with coloured glass containers and with flower petals. Patient and reflective staff arouse children's curiosity to examine each flower for pollen and children begin to marvel at how bees collect it. Staff work closely with the manager to check that children are making expected levels of progress across all areas of their learning. This enables the manager to review how well teaching is raising outcomes for children and work with staff to continually improve their practice.

### Personal development, behaviour and welfare are good

Staff in the baby room work well with parents to establish children's individual care routines and needs. They share their observations of children's achievements and quickly identify and target the next steps in their learning. Babies quickly gain the confidence to explore different materials, such as sand, water play, foam and painting on mirrors. Staff are attentive, respectful and maintain high levels of hygiene in their care for each child. They work effectively with parents when children are learning to use potties and toilets. Babies continue singing throughout their nappy change and toddlers gain the confidence to use a toilet in readiness for their move to join the older age group. When children are unwilling to try new foods, staff provide them with opportunities to safely cut, weigh and mix real vegetables together. Children soon delight in the different nutritious dishes prepared by the on-site chefs.

### Outcomes for children are good

All children make good progress. Babies are motivated to reach, crawl and begin to walk to play with different toys that capture their interest. Toddlers practise using different tools for different purposes, including cutlery to feed themselves. Older children learn to take turns, negotiate and agree how to solve problems together. Children who are learning to speak more than one language make good progress in time for school.

## Setting details

<b>Unique reference number</b>	EY548053
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10107850
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Nuffield Health
<b>Registered person unique reference number</b>	RP905010
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07971267770

Nuffy Bear Day Nursery – Sunbury registered in 2017. The nursery is located in Nuffield Health and Fitness club in Sunbury on Thames, in Surrey. It operates each weekday from 7.30am to 6.30pm, for 51 weeks a year. The registration includes a crèche which operates on site Monday to Sunday, from 9am to 1pm, for 51 weeks a year. The nursery accepts early years funding for children aged two, three and four years. There are 13 members of staff who work with the children. Of these, seven hold appropriate early years qualifications at level 3 and two hold level 2.

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