

Inspection of Nuffy Bear Day Nursery

Sidmouth Road, Wilesden, London NW2 5JY

Inspection date: 13 April 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children play and learn in a positive and caring environment. They have built strong relationships with their peers and adults in the setting. This supports their emotional well-being effectively. Children smile as they arrive and settle quickly into the routine.

Children are enthusiastic and excited to see what activities they can play with. They have built strong friendships and enjoy playing with one another. They have plenty of opportunities to develop their language and learn new words. Children enjoy looking at books and reading stories. They sing along to familiar songs and use musical instruments to explore different sounds.

Children behave well and have a positive attitude to their learning. There are clear rules, boundaries and routines that the children learn to follow. Children show respect for their environment and others by tidying up their toys before moving on to the next activity. Children benefit from the staff, who act as good role models. They teach children to learn tasks such as dressing, going to the toilet and washing and drying their hands independently. Children respond well to the praise and encouragement that they receive from staff. They demonstrate pride and enjoyment in taking on small responsibilities, such as laying the table for lunch.

What does the early years setting do well and what does it need to do better?

- Children develop their independence and self-care skills very well. Babies are learning to be mobile and use low-level furniture to climb and walk safely. Children develop independence skills at mealtimes by feeding themselves. Older children serve themselves by using tongs and spoons confidently. They access and pour water from jugs safely.
- Children learn to keep themselves healthy and safe. Staff teach children how to use cutlery safely and explain why it is important to cover our mouths when coughing. They talk to children about risks and how to manage these safely, such as cleaning up spillages and picking up toys.
- Staff observe and track children's progress. They provide exciting activities based on children's interests and what they need to learn next. The manager has a well-thought-out curriculum. Staff sequence children's learning, quickly identify any potential gaps, and put in place appropriate support. However, some staff do not take the opportunity to further challenge the more-able children.
- Children are energetic, motivated and curious to learn. Babies enjoy looking at books with staff. They point to familiar animals and make sounds. Older children are interested in the body and how it works. They look at books about the body and staff ask children questions about keeping healthy. Children say that they

need to eat lots of different fruits and vegetables to stay strong. They discuss why it is important to run and jump when outdoors so they can grow big and fast.

- Toddlers are creative. They enjoy mixing different paints together and are excited to see how the colours change to create new shades. They are proud to show their friends what they have made. Children experiment with water and sand by adding them together, and comment that it is 'sticky' and 'wet'.
- Staff are friendly and caring. They interact warmly during care routines, such as at mealtimes and nappy changes. At rest and sleep times, staff reassure children by patting, stroking and singing to them. This helps children to feel safe and secure.
- The manager and staff have high expectations of children and work hard to achieve the best outcomes for them. All children, including those who may be at a disadvantage and those who speak English as an additional language, make good progress in relation to their starting points.
- Parents talk positively about the setting. The manager listens to parents' feedback. For example, parents asked for more information about the curriculum. The manager provided parents with a workshop and newsletter to better inform them. Parents value this and say it has helped them to understand how their children learn. However, parents comment they would like more opportunities to contribute to their children's learning.
- Staff are positive about the learning and development opportunities they receive. The manager's good induction, support and training opportunities enable staff to understand their roles and responsibilities.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff carry out daily risk assessments before the children arrive. They ensure the setting is clean and safe. Staff have a good knowledge of safeguarding and child protection issues. All staff have completed safeguarding training. They have a clear understanding of what to do if they receive an allegation against them or a member of staff. The manager displays important safeguarding information for all staff to easily access. Staff closely supervise children and provide a secure environment to ensure children remain safe. The manager uses thorough procedures and checks to ensure that staff are suitable to work with children.

What does the setting need to do to improve?

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

- support staff to build on and provide further challenge to extend children's learning

- strengthen partnerships with parents to enable them to contribute more to their children's learning.

Setting details

Unique reference number	EY404727
Local authority	Brent
Inspection number	10217437
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	34
Number of children on roll	29
Name of registered person	Nuffield Health
Registered person unique reference number	RP905010
Telephone number	02084517863
Date of previous inspection	18 April 2018

Information about this early years setting

Nuffy Bear Day Nursery registered in 2010. The nursery operates each weekday from 8am to 6pm, for 51 weeks of the year. The provider receives funding for the provision of free early education for children aged two, three and four years. The provider employs 10 members of staff to work directly with the children, of whom nine hold appropriate childcare qualifications.

Information about this inspection

Inspector

Nelam Pooni

Inspection activities

- This is the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager led the inspector on a learning walk and told the inspector about what they want children to learn at nursery.
- The manager carried out a joint observation with the inspector. They looked at how well practitioners teach and what they want children to learn.
- The inspector held discussions with leaders, managers and staff throughout the day.
- The inspector observed children at play throughout the nursery.
- The inspector spoke with parents and gathered their views about their experiences of the setting.
- Children spoke to the inspector during the inspection.
- The inspector looked at documentation relating to the suitability of those working with children, such as their qualifications, including first aid and Disclosure and Barring Service checks.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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