

Inspection of Nuffy Bear Day Nursery

Nuffield Health Fitness & Wellbeing Centre, St. Davids Way, Bermuda Park,
NUNEATON, Warwickshire CV10 7SG

Inspection date: 8 November 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 arrive full of excitement, ready to begin their day at nursery. They are keen to press the doorbell themselves. The friendly and caring staff welcome them in. They happily separate from parents and carers with ease. Children direct their own learning and choose whether they would like to play indoors or outdoors. The nursery follows a child-led approach to learning. The staff support the children in activities of their choice. This builds on the children's self-confidence as they make choices independently.

Staff promote children's independence at every opportunity. Children help themselves to snacks and pour their own drinks. Babies use their fingers to dip carrot sticks in houmous and enjoy exploring different tastes and textures. Older children feed themselves using appropriate cutlery.

The nursery offers a blended curriculum. They use different teaching styles to enhance children's learning experiences. Children make good progress in all areas of learning. They are well prepared and ready for their next stage in education. Staff are well informed of how to support children with special educational needs and/or disabilities. They are competent in their knowledge of making referrals to the relevant external agencies. Staff undertake additional training to support children with speech and language delays.

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

- Staff are keen to support the children in their transition from home to nursery. They offer a variety of options to make the children feel comfortable with their new environment. Staff welcome parents into the setting to help settle their children. The nursery provides a detailed induction for the parents and child. They obtain valuable key information about the child to help children feel safe and secure. Consequently, children begin their first day at the setting relaxed and ready to learn.
- Babies develop strong attachments with their key person. They are happy to explore the activities and receive ongoing support from staff members. For example, the babies wash dolls in the water tray. They use small cloths to wipe the faces of the dolls. Staff support early communication and language development well. They ask babies to identify different body parts of the doll. Staff encourage the babies to say single words such as 'eyes, toes, nose'. Babies smile and giggle with delight as they move the dolls in and out of the water, splashing themselves and their peers. However, when some babies become unsettled due to being tired and hungry, staff do not act as quickly as they could to meet their needs.
- Children thoroughly enjoy outdoor play. They excitedly brush leaves up using

small sweeping brushes. This helps to build their muscles in their arms. They brush the leaves into big piles and then grasp the leaves in their arms and throw them up in the air. Children watch with fascination as the leaves fall to the ground. Staff skilfully support children, asking questions, such as 'Why have the leaves fallen from the tree?' Staff extend learning by talking about changes in season and encourage the children to look at the different colours of the leaves. Staff talk about the different bugs that might live in dark and damp places. However, this high level of teaching is not consistent across all members of staff. Some members of staff struggle to engage and support the children effectively. This leads to some children quickly losing interest and leaving the activity.

- Children choose to make their own play dough. They enjoy mixing the flour and water together to form the dough. Staff ask the children, 'What would you like it to smell like?' The children add tea-tree essential oil to the dough. They take their dough to a table and begin to manipulate it using their fingers. This helps to strengthen the small muscles in their fingers in preparation for writing. Staff engage children in thoughtful conversations. When children are not clear in their speech, staff repeat any words that the children have mispronounced. This supports their speech and language development.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident in their knowledge of how to keep children safe from harm. They know the different signs and symptoms of abuse. They are quick to identify and take action where there are any causes for concern. Staff are familiar with the whistle-blowing policy and know who to report to if they are concerned about another staff member's conduct. Regular risk assessments are carried out to ensure the safety and suitability of the equipment and premises. The manager adapts robust recruitment and induction procedures to ensure the suitability of the staff working at the nursery.

What does the setting need to do to improve?

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

- revise routines in the baby room, to fully meet their needs when they become unsettled due to being tired and hungry
- further support staff in their ability to engage the children and sustain their interest and build on what the children know and can do already.

Setting details

Unique reference number	EY406554
Local authority	Warwickshire
Inspection number	10235384
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	1 to 4
Total number of places	40
Number of children on roll	46
Name of registered person	Nuffield Health
Registered person unique reference number	RP905010
Telephone number	02476370007
Date of previous inspection	16 March 2017

Information about this early years setting

Nuffy Bear Day Nursery registered in 2010. The nursery employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications between level 2 and level 6. The nursery opens from Monday to Friday, all year round, except for bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Salma Yates

Inspection activities

- This was the first routine inspection the provider 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.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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