

Inspection of Nuffy Bear Day Nursery

Simpson Way, Long Ditton, Surbiton, Surrey KT6 4ER

Inspection date: 24 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and relaxed in the calming and welcoming environment. Staff help children settle with ease and provide a range of fun and interesting activities for them to discover. For example, in the baby room children explore water with paintbrushes and show interest in the marks they make, while in the pre-school room children are engrossed in making ships with the scented play dough. Children develop secure attachments with the staff who are kind and attentive to their needs. For instance, when children wake from their naps, key people provide cuddles and reassurance before the children settle back to play.

Children behave incredibly well. They are kind and considerate to each other. For example, in the pre-school room children invite each other into their play, showing interest in their friends' ideas or suggestions. Younger children are supported by staff to share and take turns when they place shapes into sorters. This helps them to develop the personal and social skills they will need for the future.

Children learn independence skills from the earliest opportunity. For example, older children take full responsibility for their lunch routine. They join the dinner table when they are ready to eat, having the choice to finish their play first. They then serve their own lunch and pour their drinks, tidying up when they have finished. They show maturity as they complete these routines with ease.

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

- Children with special educational needs and/or disabilities (SEND) are supported well. The knowledgeable special educational needs coordinator liaises with the local authority to provide extra support to children and their families. For instance, she fully prepares for transitions to school well in advance of children leaving to ensure that they are emotionally prepared. This supports children with SEND to settle with ease at their new schools.
- The new manager has only been in place for a short while, but she has a clear vision for the setting. She spends time in each room getting to know the children and the routines to inform her decisions. For example, she plans to cut back on the paperwork that staff are completing, and transition all staff over to new online processes. She hopes that this will lessen the burden of work for staff, while continuing to keep parents regularly updated on their children's learning and development.
- Parents and carers are happy with the nursery. They describe the setting as 'friendly and welcoming'. They have adequate time to speak to their child's keyperson and pass over relevant information for the day. Parents praise the phased settling-in visits to the setting, and comment on how well prepared their children are when they are left for the first time.

- Older children have daily access to a well-resourced outside area. They have plenty of space and equipment, such as climbing frames, tricycles and bicycles, to develop their physical skills. However, babies do not benefit consistently from the same wide range of outdoor experiences. This affects their opportunities to explore the natural environment as well as to practise their emerging physical skills outside.
- Children are provided with opportunities to explore their local environment and learn about their wider community. For instance, they take trips on the bus to the local theatre and visit local shops to buy food for snack times. Visitors also attend the setting to teach the children about their jobs. For example, they have visits from the fire service and a nurse. Children ask questions to learn more about their jobs and what they do. This gives children hands-on experiences, and furthers their knowledge of people in the community who can help them.
- Children who speak English as an additional language are supported well. During settling-in visits staff learn basic words in their home language to be able to meet children's needs. However, there are fewer opportunities for children to learn about the faiths, cultures, religions and home customs that are different from their own. This has an impact on children's ability to learn about their friends and the wider world.
- Children are fluent speakers. Staff provide children with a language-rich environment. For instance, staff consistently sing and read to the younger children, so they hear a wide variety of words. Staff in the pre-school room encourage children to describe their feelings and use words to communicate their needs.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that they regularly speak to staff about their safeguarding responsibilities, and tailor training to meet the needs of the staff team. Staff can speak about the areas of abuse and how these may present in children. Leaders have a secure knowledge of the local area, and the risks that children could be exposed to. The setting is safe and secure, with robust arrangements in place to ensure that only suitable people can enter the premises. There are adequate staff with paediatric first-aid certificates and accidents are dealt with swiftly and recorded for parents.

What does the setting need to do to improve?

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

- extend opportunities for children to learn about different cultures, religions and faiths
- increase opportunities for babies to take part in a broader range of outdoor

experiences.

Setting details

Unique reference number	122575
Local authority	Surrey
Inspection number	10266916
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	58
Number of children on roll	50
Name of registered person	Nuffield Health
Registered person unique reference number	RP905010
Telephone number	02083352901
Date of previous inspection	9 January 2018

Information about this early years setting

Nuffy Bear Day Nursery registered 1998 and is located in Surbiton, Surrey. The nursery opens Monday to Friday, from 7.30am to 6.30pm for 51 weeks a year. There are 15 staff employed to work with the children, nine of whom hold relevant qualifications. Two members of staff have qualifications at level 2, seven at level 3, and six are currently unqualified. The setting receives funding to provide free early education to children aged three and four years.

Information about this inspection

Inspector

Kelly Southern

Inspection activities

- This was the first routine inspection the nursery 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 setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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