

Inspection of Nuffy Bear Day Nursery - Gloucester

Nuffield Health, Barnwood, Gloucester GL4 3HR

Inspection date: 22 February 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 welcomed into the nursery by the familiar and friendly staff team. They arrive happy and demonstrate that they feel safe and secure. Children greet staff with a cuddle. They are eager to enter their room and make choices about their play. Children explore a good range of resources and inviting activities. Babies play 'peekaboo' and giggle excitedly as staff cover their heads with transparent, coloured scarves. They confidently interact with visitors and excitedly push cars back and forth to them. Young children enjoy the time they spend outside in the nursery garden. They display a 'can-do' attitude. Young children excitedly kick a ball to staff. Staff are good role models. They support children well and demonstrate how to use a hula-hoop. Older children wiggle their bodies as they try for themselves. Children build towers with magnetic shapes and are supported by staff to recognise the reflection of shapes on the wall. Children benefit from well-sequenced learning activities. Older children learn about the growing process inspired by a discussion about an apple seed. Together with staff, they gather information from books and accurately acknowledge that seeds need water and sun to grow. Children proudly recall previous learning experiences and state that 'acorns grow on oak trees'.

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

- Staff provide a broad curriculum. They make accurate assessments of what children know and can do and are quick to recognise areas where they need further support. Staff work closely alongside parents and other professionals to make sure children make the best progress possible. For example, they encourage young children to grip onto a balance bar and pull themselves into the standing position. This helps young children to develop strength in their leg muscles in preparation for walking.
- Partnerships with parents are a strength of the nursery. Parent feedback is highly complimentary. They feel fully informed about children's time at the nursery and receive regular updates from their child's key person who they are familiar with. Parents comment on the extensive support for not only their children but for them as a family too. They state the staff team are 'so supportive and understanding'. Parents appreciate the ideas and suggestions staff give them to help with children's learning at home.
- Staff provide children with lots of opportunities to learn the importance of a healthy and balanced lifestyle. For example, older children take part in weekly swimming lessons, which helps to develop their physical skills and understanding of safety in the water.
- The staff team feel well supported both professionally and personally by the nursery manager. They state that the manager makes time for them, and she feels that this is a priority of hers. The manager has ongoing procedures in place

to monitor staff's practice and highlight areas for development. However, this is not always fully effective in recognising when some staff may need further support with their knowledge and implementation of the curriculum to promote children's learning to the highest level.

- Generally, children behave well and are friendly towards their peers and the adults who work with them. However, on occasions, staff do not always reinforce boundaries for young children's behaviour. For example, at times, they do not stop young children from climbing into the sand tray and, as a result, other young children copy. This does not fully support children's early understanding of expectations for their behaviour.
- Children learn about the diverse nature of the world through discussions and activities that build their awareness of celebrations and cultural events. Staff gather information about important family traditions and make sure that they share and celebrate these. For example, children recently celebrated 'Lunar New Year'. The nursery organises visits from important members of the local community who help us, such as the fire service and dentist.
- The manager aspires to provide high-quality care and education for every child who attends. She meets regularly with staff to discuss what works well and to seek their ideas for areas for further development. For example, staff in the pre-school room are currently creating an area dedicated to children's emotional well-being. Their aim is to provide further support for children to enhance their understanding of emotions and learn to independently regulate their feelings and behaviour.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff display a secure understanding of their responsibilities to keep children safe. They have robust measures in place to ensure that the environment is free from hazards. Staff monitor sleeping children to ensure they are safe and well. They attend regular child protection training and talk confidently about the signs that may present if a child is at risk of abuse. This includes indicators of radicalisation or exposure to extreme views. Staff know the procedures to follow to report a concern regarding children's welfare. They know what to do if they have a concern about a colleague's practice.

What does the setting need to do to improve?

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

- refine procedures for monitoring staff's practice to improve their knowledge and promote consistency in the implementation of the curriculum across the nursery
- provide young children with clear and consistent boundaries to help them fully understand the expectations for their behaviour.

Setting details

Unique reference number	EY485896
Local authority	Gloucestershire
Inspection number	10264374
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	39
Number of children on roll	62
Name of registered person	Nuffield Health
Registered person unique reference number	RP905010
Telephone number	01452 634400
Date of previous inspection	13 June 2017

Information about this early years setting

Nuffy Bear Day Nursery registered in 2015. It is situated in the area of Barnwood, Gloucester. It is open from 7.30am to 6pm, from Monday to Friday, all year round, excluding Christmas and bank holidays. The setting employs eleven staff to work with children. Of these, 10 hold relevant early years qualifications between level 2 and level 7. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector
Holly Smith

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together to discuss the curriculum and intentions for children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector and manager completed a joint observation of staff practice.
- The inspector held discussions with the management team to evaluate the leadership and management of the setting.
- The inspector reviewed a range of documents, including paediatric first-aid training certificates and records regarding 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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