

# Inspection of Nuffy Bear Day Nursery

Nuffield Health, Crabbet Park, Turners Hill Road, Worth, Crawley, West Sussex  
RH10 4ST

---

Inspection date: 24 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## What is it like to attend this early years setting?

### The provision is good

Children settle quickly with effective support. Staff are always on hand to offer gentle reassurance and to distract children to enable them to engage in their chosen play. Children are able to follow instructions. For example, when asked, they are able to collect the book they were looking at the previous day to explore further. Children show good physical and coordination skills. They can use a bat to hit a ball to their opponent and kick a ball to each other during a game of football. They have additional opportunities to take part in activities such as swimming and multi-sports. This boosts children's understanding of the importance of adopting a healthy lifestyle.

Children learn to be independent. They come in from outdoor play, find their indoor shoes, put them on and put their wellington boots away. Babies help to get themselves changed and put away their wet clothes with support and encouragement from staff. Children thoroughly enjoy their role-play experiences. They access real vegetables and enjoy peeling the onions. They make meals for each other and their babies and help to feed them. The manager and staff ensure that the curriculum is ambitious for all children, including children with special educational needs and/or disabilities (SEND).

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

- The manager's ethos of providing a fully child-centred approach is evident throughout the setting. This includes her vision for staff to make sure that every second children attend counts as a learning opportunity.
- Support for children with SEND is good. Staff work in partnership with other professionals to enable them to make well-targeted changes to accommodate children's needs. For example, they have installed rugs of differing textures to help children with visual impairments to feel the difference in flooring. This helps children to know where they are in the setting and to explore independently.
- Staff teach children the importance of respect and tolerance to enable them to learn about similarities and differences. For example, they work with the local library team to seek books and resources to aid children's understanding of the differing needs of others. This helps children to build effective relationships and make friends.
- Children learn about complex words. For example, while reading a story they explore what the word 'extinct' means. However, staff sometimes step in too quickly to answer questions that they ask children. This does not allow children the time they need to assess what is being asked and to respond. This does not further extend children's communication and language development.
- Staff are very nurturing and kind. They understand the differing emotional needs of children and adapt their practice accordingly. For example, they recognise the

impact of things that are happening in children's home lives that may affect the way they feel. They acknowledge children's feelings and help children to make sense of these.

- Children behave well. However, not all staff are consistent in their approach to further supporting children's understanding of the consequences of their actions. For instance, some staff tell children to 'get down' if they begin to climb or say 'no, thank you'. However, staff do not consistently follow this with an explanation to help increase children's understanding of why they must or must not do something.
- Staff are fully aware of their key children's learning needs and styles. They assess children's development successfully, which enables them to plan effectively for what children need to learn next. This means that children make continually good progress in their learning.
- Staff build effective relationships with parents. Parents comment that they have noticed great improvement in their children's confidence and independence skills. Parents explained that they receive real-time information about their children's day and about their learning and development.
- The manager and her deputy are effective leaders. They offer support and guidance to their staff, who work well as a team. Staff access a wide range of training courses, as well as opportunities to build on their professional development. There is a clear passion to encourage and develop staff to excel in their profession.

## Safeguarding

The arrangements for safeguarding are effective.

Staff follow effective policies and procedures to support them in safeguarding children. They have regular training to help refresh their knowledge and know where to access relevant information, when needed. Staff have a secure understanding of a wide variety of child protection aspects and can identify possible scenarios that would cause concern. The manager follows safer recruitment practices to make sure that staff are and remain suitable in their roles.

## What does the setting need to do to improve?

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

- build on staff's interactions with children to enhance children's speaking skills further
- strengthen staff's knowledge of how to support children to enhance their awareness of the consequences of their actions.

## Setting details

<b>Unique reference number</b>	EY406643
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10282985
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	71
<b>Name of registered person</b>	Nuffield Health
<b>Registered person unique reference number</b>	RP905010
<b>Telephone number</b>	01293884488
<b>Date of previous inspection</b>	4 April 2018

## Information about this early years setting

Nuffy Bear Day Nursery registered in 2010. It operates from Nuffield Health Club, in Crawley, West Sussex. The setting opens Monday to Friday, from 7.30am to 6pm, for 51 weeks of the year. The setting employs 15 staff who work with children, nine of whom hold early years qualifications. The setting receives funding for the provision of free early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Helen Penticost

## 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 the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with staff and interacted with children.
- Parents shared their views about the setting with the inspector.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023