

Inspection of Nuffy Bear Day Nursery

Hayes Lane, Bromley, Kent BR2 9EF

Inspection date: 10 March 2023

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 are happy and settled. They have good relationships with staff and each other. Babies settle quickly and enjoy lots of cuddles that help them to feel safe and secure. Older children build strong friendships as they play well together, showing a good understanding of sharing and taking turns during play. They show kindness and a good sense of belonging as they talk about their friend who is not well. Babies laugh and clap excitedly as they crawl and run around together catching bubbles.

Children become engrossed in imaginative play activities as staff get down to children's level and follow their interest to build a pirate ship and set off on an adventure. They develop their mathematical skills as staff encourage them to think about the size and shape of the boat as they add their bricks and seats. They check how many of them can fit in and negotiate where to extend the boat and add more seats. Staff model and guide the role-play activity very well, engaging children in meaningful discussions about their map, where they are going and who will drive the boat. They excitedly set off in their boat, swaying together to the left and then to the right until they arrive at vegetable island and then on to chocolate island. This effective teaching enables children to enjoy a well sequenced and challenging activity that successfully promotes their learning and development.

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

- Leaders and managers have taken prompt action to make improvements following incidents when staff have not accurately followed procedures. For example, staff have completed refresher training regarding medication and mealtime procedures. They have also increased the range of information gained from parents, so they have a clearer understanding of children's individual needs. However, these improvements are in their infancy and need close monitoring by leaders and managers to ensure they are fully embedded in staff's practice.
- Parents speak highly of staff and say they are friendly and helpful. They explain that their children settled quickly and are happy here. Parents say their children's language skills have improved since they began. Parents like that children of all ages have opportunities to play together at times during the day. They say that staff keep them well informed about their children's progress through the new online system and tell them all about their child's day.
- At times during the day, when children are using their comforters, staff do not always remind them to remove their comforters when they are talking. This hinders children's communication skills, including their speaking skills, and the listening skills of others who cannot hear them properly.
- Older children develop their personal independence and healthy eating habits

during mealtimes. They know to find their own place mat and help themselves to fresh fruit and water whenever they want a snack. They help to tidy up, wash their hands and set up the tables for lunch. They serve their own foods and clear away their plates, showing a good understanding of the daily routines. They enjoy relaxed and sociable mealtimes as they talk about the foods they like and the events of the day.

- Children enjoy being creative. They develop skills in free artistic expression while painting on paper and their hands and arms, talking about how the paint feels on their skin. Older children concentrate well while drawing and keenly tell staff about what they have drawn. Although staff give praise to children for their efforts, they could do more to acknowledge children's achievements and extend their sense of belonging, for example, through more displays of children's artwork throughout the nursery.
- The key-person system is successfully embedded in staff's practice. They know their key children well and help them to make the best progress. For example, staff identify children's individual learning needs and plan a curriculum of challenging activities based around children's interests. They work closely with parents to support children who have additional needs and promptly begin assessment procedures to ensure children's needs are met effectively.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of safeguarding procedures. They complete relevant training and know what to do if they have concerns about children's welfare, or if an allegation is raised. Robust vetting and recruitment procedures ensure staff are suitable to work with children. Staff attend regular supervision sessions with the manager to monitor their ongoing suitability and personal development. All required documents are appropriately maintained to support the effective management of the setting. Staff promote children's health and safety well. They remind children about safety risks and complete risk assessments of the setting and prior to outings.

What does the setting need to do to improve?

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

- strengthen procedures around children's use of comforters, so that they are reminded to remove comforters when speaking, to fully promote their communication and language skills
- monitor staffs use of the new electronic applications, especially regarding mealtime and medication procedures, to ensure these procedures are fully embedded in all staff's practice
- review and consider ways to enable children's artwork to be displayed, to further

acknowledge their achievements and extend their sense of belonging.

Setting details

Unique reference number	137383
Local authority	Bromley
Inspection number	10279570
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	29
Number of children on roll	36
Name of registered person	Nuffield Health
Registered person unique reference number	RP905010
Telephone number	020 8466 2800
Date of previous inspection	23 February 2018

Information about this early years setting

Nuffy Bear Day Nursery registered in 2000 and is in the London Borough of Bromley. It operates on Monday to Friday from 8am to 6pm. The nursery receives funding for the provision of early years education for children aged two, three and four years. The provider employs 12 members of staff. Of these, nine hold appropriate early years qualifications.

Information about this inspection

Inspector

Jo Geoghegan

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.
- This inspection was carried out following Ofsted's risk assessment process.
- The inspector and manager completed a learning walk to discuss the curriculum they offer and how the setting is organised.
- The inspector held discussions with staff, parents and children and took account of their views.
- The inspector sampled a range of required documentation, including children's records and staff vetting and recruitment and their qualifications.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.
- The inspector and manager completed a joint observation of staff during an activity and assessed the impact of teaching on children's learning.

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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