

Inspection of Nuffy Bear Day Nursery

Wexham Street, Stoke Poges, Slough, Berkshire SL3 6NB

Inspection date:

23 March 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are welcomed into the nursery by the manager, who greets them at the door. They separate easily from parents and show excitement to see their friends and explore the wide range of activities available for them.

Staff want the children to have fun at nursery and to enjoy their day. They plan the environment with children's interests in mind. For example, older children enjoy role play in the indoor play kitchen. They chat to their friends about their cooking ideas and demonstrate that they are working well together in a team. This promotes their social interactions well. In the construction area, children build vehicles and objects with blocks and tools and show good levels of perseverance as they test their creative skills.

Most children engage in activities of their own choosing. However, babies do not consistently benefit from high-quality teaching and learning because staff do not use their interactions to further build on young children's interests and extend their learning. This impacts on children's motivation to learn and hinders them from making good progress in their learning and development.

Staff fully understand that children benefit from plenty of fresh air and physical exercise. Children show high levels of enjoyment as they ride on tricycles and run around in the nursery garden. This helps to successfully promote their large-muscle development and coordination skills. Furthermore, staff take the children to weekly swimming sessions to further enhance their skills and to promote their overall well-being.

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

- There is some inconsistency in the quality of education throughout the nursery. Teaching for older children is strong, supporting them to progress well. However, staff working with the youngest children do not always recognise when to use their interactions to build on children's interests in activities. Therefore, although these children are free to explore resources, they do not routinely benefit from support to extend their learning. Nevertheless, children form warm relationships with their key person and are reassured with cuddles.
- Staff deployment is not fully effective. For example, some popular activities become overcrowded and children become unsettled, lose interest and move on. In addition, the ineffective deployment of staff during lunchtimes means that some children have to wait a long time for their meals. However, staff consistently narrate mealtimes and chat to the children. For example, they speak to children about the importance of healthy eating to nourish their growing bodies.

- Staff in the pre-school room support children's emotional well-being, for example, by reading books to them about their feelings. They bring the stories to life and ask children questions about how they feel in certain situations. Children show good levels of engagement and participation as they learn to sit in a group and take part in the discussion. This supports children to understand their own emotions and how to manage these.
- Staff help older children to learn about early mathematics as they play in the garden with tins and rings. Children show good levels of engagement as they throw the ring on to the numbered tins. Staff ask children to recognise the number on the tins and teach them to count in the correct sequence. This promotes children's early mathematical skills well and helps them to prepare for their next steps in their learning.
- Overall, staff have implemented good hygiene routines, such as handwashing before mealtimes. However, they do not provide clear and consistent messages to support children to avoid actions that may expose them unnecessarily to germs. For example, children sometimes put items in their mouths, such as dummies meant for baby dolls and toothbrushes used to promote oral hygiene. Staff do not support them to learn about the potential this creates for spreading germs.
- Parents report that they feel well supported by the staff and manager. They say that their children have made good progress and that partnership working is positive, such as daily information sharing. Home learning is supported through the implementation of a lending library for families, to encourage reading with their children at home.
- Staff speak positively of the manager and feel that they can raise any concerns with her. They say that they have regular supervisions and receive feedback from the manager to improve their own practice. Ongoing training supports staff further and helps them to support the children in their care.

Safeguarding

The arrangements for safeguarding are effective.

Staff at the nursery are committed to safeguarding children. They display a good awareness of the signs and symptoms that might indicate that children are at risk of harm. Staff are familiar with procedures for reporting concerns about children's welfare. Ongoing training supports staff to continually refresh their good knowledge. Staff know the procedures to follow should they have concerns about a colleague's conduct or practice. Managers follow robust recruitment procedures to check that staff are suitable, and remain suitable, to work with children. Staff practise termly fire-drill procedures with children to help ensure the safety of all individuals on the premises.

What does the setting need to do to improve?

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

- support staff working with the babies to make better use of their interactions to build on children's interests and extend their learning
- review and improve the deployment of staff to more effectively, and promptly, respond to children's needs
- provide children with clear and consistent messages to support them to develop healthy habits and behaviours.

Setting details

Unique reference number	107979
Local authority	Buckinghamshire
Inspection number	10280612
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	60
Number of children on roll	62
Name of registered person	Nuffield Health
Registered person unique reference number	RP905010
Telephone number	01753 663996
Date of previous inspection	31 August 2017

Information about this early years setting

Nuffy Bear Day Nursery registered in 2000. It is situated in a residential area of Stoke Poges, Buckinghamshire. It is open each weekday from 8am to 6pm, for 51 weeks of the year. The setting also operates a holiday club for children aged over five years, in a separate building. There are 15 members of staff working within the nursery, 14 of whom hold an appropriate early years qualification.

Information about this inspection

Inspector

Katharina Hill

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 her evaluation of the provider.
- Staff talked to the inspector about how they plan activities and what they do to support children's learning and development. They also explained the procedures that they follow to keep children safe.
- A joint observation was carried out by the inspector and the manager of an activity.
- The inspector went on a learning walk with the manager.
- The inspector spoke to children and observed their activities. She spoke to parents and considered their views.

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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