

# Inspection of Nuffy Day Nursery - Cottingley

Cottingley Manor, Cottingley New Road, Bingley BD16 1TZ

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Inspection date: 11 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
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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	Inadequate

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

### The provision is good

Since the last inspection, staff have worked hard to make improvements to the nursery. They ensure children have good quality care and learning opportunities. Staff reflect on their practice and have high expectations for each child. They plan a broad curriculum tailored to individual needs. Children develop to their full potential and make good progress in their learning. Staff offer many activities, which support children's good health and physical development. Children enjoy healthy foods, daily outdoor play and there are swimming lessons for older children.

Children receive a warm welcome from staff, who provide a calm and nurturing environment. Babies feel happy, safe, and secure and show they have strong bonds with their key staff. All children settle quickly with staff who know them well and are attentive to their needs. Children are confident to explore and show a positive attitude to learning.

Children develop a love of books and enjoy listening to stories and singing nursery rhymes. They select books independently and listen as staff enthusiastically read to them. Children join in with familiar words and phrases. Staff and children enjoy using props to bring stories and songs to life. Babies listen intently as staff sing to them and join in with the actions. Children and parents can borrow books to read together at home, which promotes children's continued learning.

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

- Children's independence is supported well. They enjoy making choices about their play, based on their interests. Effective staff follow children's ideas and skilfully extend their learning. Children build a structure with large bricks. Staff demonstrate excellent questioning techniques to support children's thinking. Children use their imaginations well as they lead the play. They talk about size and shape as they build. Staff introduce new language, such as cement, and talk to children about what it is for.
- Children learn to keep themselves safe and staff support them to take controlled risks. During free play, they talk about wearing goggles and high-visibility jackets in the construction area. Children understand they wear goggles to protect their eyes. Children have opportunities to climb, balance and test their physical abilities, indoors and during outdoor play.
- Communication and language are a large part of the curriculum for children of all ages. Staff use every opportunity to enhance children's listening and speaking skills. Staff have introduced Makaton signing to further strengthen communication. Children with special educational needs and/or disabilities are supported well. The highly skilled special educational needs coordinator is

proactive in identifying needs and seeking specific and targeted support. This helps to narrow any gaps in learning.

- Staff organise small-group activities well. Children mould and shape play dough, chatting happily about the cupcakes they are making. Routines which involve the whole group such as preparation for lunchtime, sometimes run less smoothly. Children who need extra support to de-escalate their behaviour are supported extremely well. However, this can leave other children with less support. This is because some staff focus on routine tasks, such as sweeping the floor, instead of prioritising the care of the children.
- Parents are very complimentary. Their comments include staff always go above and beyond. They are brilliant, friendly, and caring. Parents are involved in a 'Parents choice awards' scheme, where they can nominate staff and share feedback. Staff are also highly valued by management. Staff well-being is given priority and management offer ongoing praise and support to develop practice. An online survey enables staff to share their thoughts. Management listen to suggestions and act on them. Staff recently received two additional days well-being leave.
- The manager and staff have a clear vision for the future and are committed to providing a high-quality service. All staff work together to evaluate practice. There have been some recent staff changes, which have had an impact on how the nursery operates. However, ongoing professional development is supported, staff morale is high, and staff are motivated, enthusiastic and happy.
- Children's transitions are well managed. Children move into the next playroom when they are developmentally ready. As staff prepare children for the move on to school, they focus on enhancing their self-help skills. This includes pouring drinks, self-serving food, and dressing. This helps to build children's confidence for the future.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have recently updated their safeguarding knowledge. They are clear about the setting's policies and procedures and the signs and symptoms that would cause them to be concerned for a child's welfare. They know how to report any concerns they may have about children or adults. Ongoing training and discussions keep their knowledge current. Management follow safer recruitment procedures. Processes are in place to ensure staff continue to be suitable to work with children. All required documentation is well maintained. Children's good health and hygiene are promoted. The nursery environment is safe and secure.

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

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

- ensure less-experienced or less confident staff are supported to maintain their focus on the care of the children, instead of prioritising routine tasks.

## Setting details

<b>Unique reference number</b>	EY552604
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10275558
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	57
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Nuffield Health
<b>Registered person unique reference number</b>	RP905010
<b>Telephone number</b>	01274 568329
<b>Date of previous inspection</b>	2 December 2022

## Information about this early years setting

Nuffy Day Nursery - Cottingley registered in 2017 and is situated in Bingley. The nursery employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 and above. The nursery opens Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lindsay Dobson

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of the parents during the inspection.

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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