

# Inspection of Nuffy Bear Day Nursery

Nuffield Health Fitness & Wellbeing Centre, St. Davids Way, Bermuda Park,  
NUNEATON, Warwickshire CV10 7SG

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Inspection date: 20 September 2023

**Overall effectiveness** **Good**

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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**

Staff form warm and caring relationships with children. As new children start at the setting, they sit and read stories together with the staff. This helps them to settle quickly as staff are sensitive to their needs. Staff know the children well and effectively support their emotional well-being. For example, they take their time to explain to children how different emotions can make them feel and help them to understand how to manage their feelings.

Staff plan engaging activities that enable children to learn and develop their knowledge as they investigate the environment. Children show determination in their learning as they explore what is on offer. For example, children talk passionately about what they want to create from the sensory play. They describe each of the features they would add to their pretend snowman.

Children are curious as they explore the garden. When they discover the leaves that have fallen, they become intrigued with why they are a different colour to the ones still on the trees. Staff extend children's understanding as they explain the difference between the leaves. Children play cooperatively together and giggle in sheer delight as they splash in the puddles and explore the water-tray activities.

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

- Children show motivation and interest in the activities on offer. They develop their awareness of mathematical concepts as they count the different numbers of sticks in the sand. On occasion, staff do not consider the needs of all of the children. For example, during a sand activity, staff question children to extend their learning. However, more confident children interrupt as they are eager to answer the questions. This results in quieter or less confident children not being as involved to share their knowledge and understanding.
- Overall, staff generally work in partnership with parents. Parents share complimentary comments about the care their children receive. Staff share regular updates with parents about their child's development and the different activities their children enjoy. However, staff do not share enough activity ideas with parents to enable them to support and extend their child's learning at home.
- Staff use assessments well to identify gaps in children's learning. They discuss any concerns with parents and other professionals about their child's development at the earliest opportunity to ensure the support needed is in place. This ensures that all children make good progress in their development.
- Children develop their independence in preparation for the next stage in their learning. They serve their food during mealtimes and learn to wipe their own noses. Staff encourage children to wash their hands after wiping their nose. This

promotes their understanding of managing their personal care needs.

- Children enjoy a range of freshly prepared healthy meals and snacks. The nursery cook and staff follow effective procedures to ensure that all allergy and dietary requirements for children are continuously met. This promotes children's safety.
- Children follow the rules to keep themselves safe during activities. They behave well and listen to instructions. For instance, when children are exploring the sensory trays and want more glitter to add, they wait patiently for their turn and say thank you to their friends for sharing the tub of glitter.
- Staff model language well. They initiate conversation with children during play and introduce new words, such as cold and soft, as they describe the texture of the flour. Staff use techniques to ensure that children who speak English as an additional language are fully included. For example, they provide them with key words in their home language to help them understand the words in English.
- Managers meet with staff regularly to discuss their key children's progress and any professional development opportunities. Staff attend a range of training to help them to develop their knowledge and practice. They comment that their well-being is given high regard and they feel a valued team member.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff promote a strong safeguarding culture within the setting. They have a clear understanding of their duty to keep children safe. Staff know how to report any concerns about children or a person in a position of trust to the local authority safeguarding partners. They carry out vigilant checks on children while they rest to ensure they remain safe while they are sleeping. Managers follow robust safer recruitment procedures to ensure that all staff have the required checks in place. They carry out ongoing suitability checks to ensure that they continue to be suitable to work with children.

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

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

- share even more ideas with parents to enable them to support their child's learning at home
- help staff develop teaching strategies to ensure that less confident children can share their ideas during activities.

## Setting details

<b>Unique reference number</b>	EY406554
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10310473
<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 3
<b>Total number of places</b>	40
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Nuffield Health
<b>Registered person unique reference number</b>	RP905010
<b>Telephone number</b>	02476370007
<b>Date of previous inspection</b>	8 November 2022

## Information about this early years setting

Nuffy Bear Day Nursery registered in 2010 and is in Nuneaton. The nursery employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications between level 2 and level 6, and one is unqualified. The nursery opens from Monday to Friday, all year round, except for bank holidays and a week at Christmas. Sessions are from 7.30am to 6pm. The nursery is in receipt of funding for early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Katherine Wilson

## 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 viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children and staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector carried out a joint observation with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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