

Inspection of Nuffy Bear Day Nursery

Nuffield Health Fitness & Wellbeing Centre, Highfield Park Drive, ST. ALBANS,
Hertfordshire AL4 0AH

Inspection date: 18 October 2024

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 arrive happy and settled at this warm and inviting nursery. They eagerly greet staff who they have formed secure bonds with, which helps them to feel safe and secure. Staff implement an ambitious curriculum that supports children's learning and development. Staff are highly engaged and responsive, supporting children as they explore the environment. During outdoor play, staff actively encourage children's curiosity, as they discover spider webs, accentuated by morning dew. Staff help children to notice the patterns in the webs and ask questions, such as, 'Where do you think the spiders have gone? '

Children benefit from a unique and wide range of extracurricular activities at the nursery, such as French lessons, swimming, multi-sports and trips to the local park. These activities support children's physical and mental well-being and enhance their experiences of the wider world around them.

Children's voices are heard and valued. Staff consider children's interests and ensure that the environment reflects these. For example, babies show a keen interest in sensory play. They become immersed in play with foam, and they giggle as staff clap their hands and foam sprays into the air. Staff ensure that children receive plenty of praise to recognise their achievements, helping to build on their confidence and self-esteem.

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

- Staff have a clear understanding of what children know and what they need to learn next. They provide engaging learning opportunities that build on the skills children need for the next stage of their education. For example, staff facilitate group-time activities, which promote turn-taking as they complete alphabet puzzles, helping children to build on their attention and listening skills.
- Babies receive nurturing care. Staff use gentle communication during nappy changes and singing to reassure babies. Babies are encouraged to develop physically with equipment designed to promote crawling and standing. Staff maintain clear communication with each other to ensure smooth transitions and to refine their teaching strategies that are based on babies' developmental needs.
- The nursery has robust procedures in place to ensure that children are kept safe. Risk assessments help the nursery to remain free from hazards. Staff embed clear routines and expectations that children are familiar with as they move around the nursery. For example, children know to use their 'ears for listening' and 'eyes for looking' and to stay close together in the group as they move to the garden.
- The environment is rich in opportunities for children to develop their literacy and

mathematical skills. Staff regularly incorporate counting into daily routines and provide plenty of literacy-rich activities, helping children to become familiar with letters. They begin to recognise the sounds of letters as they associate words that begin with the letter 'p'. Children enjoy shared reading, which fosters a love of books.

- Children with special educational needs and/or disabilities (SEND) are well supported. Staff work closely with the families and a range of external professionals to create a consistent and holistic approach between home and the nursery. The use of 'see and learn' strategies fully support children to understand daily routines and transitions. This has a positive impact on children with SEND, helping them to thrive in the nursery.
- Parents highlight staff's genuine care for children and highlight strong communication from the nursery. They are kept up to date with their children's learning and development with regular parents' evenings. Parents are provided with a wealth of information about local community events and ways to support their children's learning. For example, they receive advice on potty training.
- Staff promote children's independence in daily routines, such as handwashing and during mealtimes where children self-serve and engage in social conversations about healthy eating. Staff use effective questioning to help children problem solve. However, at times, not all staff leave enough time for children to respond to questions, reducing their opportunities to think independently.
- The nursery places great emphasis on supporting transitions to school. Local schools visit the nursery to help children adjust to new teachers, and staff work closely with schools to identify key skills, such as listening and attention, that children need for a successful transition.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to allow children more time to respond to questions to enhance children's thinking and language skills.

Setting details

Unique reference number	EY463946
Local authority	Hertfordshire
Inspection number	10359986
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	48
Number of children on roll	59
Name of registered person	Nuffield Health
Registered person unique reference number	RP905010
Telephone number	01727 573049
Date of previous inspection	10 December 2018

Information about this early years setting

Nuffy Bear Day Nursery registered in 2013. The nursery opens Monday to Friday for 51 weeks of the year, except for bank holidays. Sessions are from 7.30am to 6.30pm. The nursery employs 24 members of childcare staff. Of whom, 18 hold appropriate early years qualifications at level 3 or above, and one at level 2. The nursery provides government funded early education for all eligible children.

Information about this inspection

Inspector

Emily Woodhead

Inspection activities

- The manager joined the inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors. She discussed children's progress with staff.
- The manager and the inspector carried out a joint observation.
- The inspector looked at relevant documentation. This included evidence of staff suitability, staff records and safeguarding documents.
- The inspector spoke to parents during the inspection and took account of written feedback provided.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2024