



Mama Bear's Day Nursery

Inspection report for early years provision

Unique Reference Number	EY338699
Inspection date	01 March 2007
Inspector	Hilary Elizabeth Tierney
Setting Address	Mama Bear's Day Nursery, 17 Oakfield Road, Clifton, Bristol, BS8 2AW
Telephone number	08003288151
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Registered person	Mama Bear's Day Nursery Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Mama Bear's Day Nursery is one of four nurseries run by the registered person. It opened in September 2006 and operates from a detached four-storey Victorian property in the Clifton area of the city of Bristol. The ground floor of the property, which accommodates children over the age of three years, has three main playrooms. The first floor has three rooms for children aged under three years, with separate toilets and a changing area located nearby. Children also have access to a large room in the basement, which has been set up especially for physical play, where children can exercise regardless of the weather. There is an enclosed garden to the front of the premises, used for outdoor play.

The nursery is open Monday to Friday, from 07.30 until 19.00, and operates all year round except for bank holidays. The nursery may provide care for 57 children under eight years of age. There are currently 45 children on roll, with six funded three-and-four-year-olds. The

nursery offers support to children who have English as an additional language and children with learning difficulties and disabilities.

There are 12 members of staff who work directly with the children with the addition of the manager who holds a supernumerary role and the cook. Most members of staff hold at least a Level 3 early years qualification. The nursery receives support from the area Special Educational Needs Co-ordinator and the Foundation Stage consultant.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children develop and thrive in the warm, welcoming environment. They benefit from good routines that ensure a good balance of rest and play. Children's individual routines are respected and met well by the staff. There are clear, consistent policies and procedures in place that promote children's good health. For example, the spread of infection is minimised in the baby areas because staff and children do not wear shoes. As a result of this children may crawl and explore on a clean floor. Staff wear aprons and gloves when changing nappies. They ensure the aprons are cleaned along with the changing mats after each child has been changed. Staff support babies well during feed times; they hold them whilst they drink from bottles. Staff sit at the child's level and talk to them as they feed them solids. Older children are beginning to learn about the need to wash their hands. Staff ensure children have washed their hands before they eat and after they use the toilet. All written parental permissions are in place and parental contact numbers are easily to hand should they be needed in the event of an emergency.

Children are beginning to learn the benefits of healthy eating. They enjoy a variety of nutritious snacks and meals, for example homemade cakes, leek and potato bake, quiche and fresh fruit. Younger children have regular access to drinking water, with their cups easily accessible for them to see and request. Staff are aware that very young children are unable to ask for drinks and ensure they offer fluids to these children regularly. Older children are able to access drinks when they want. Jugs of water and cups are easily accessible for them to help themselves.

Children benefit from the lovely outside play area, where they may explore. The enclosed play area has a low impact surface underneath the climbing frame and slides, which helps to keep children safe should they fall. Staff supervise children well when they are outside, they also interact with the children as they all play together. Staff and children were observed running around and trying to fly the kites they have previously made. Younger children were helped by staff to ride bikes, use chalk on the ground and walls to draw pictures.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a safe secure indoor and outdoor environment. The nursery is brightly decorated with displays of children's work and posters. Resources are of high quality, in good condition and all are easily accessible for children. Babies and younger children are helped to feel safe in their rooms where their safety is paramount. Risks of accidental injury to children are

minimised because of detailed risk assessments and vigilant staff supervision. For example, doors have low-level windows so adults can see children are nearby when entering a room and safety gates are in place throughout the nursery. Children are safe during outings due to well-planned events and high staffing ratios. Children are beginning to learn about keeping safe and understand they need to stay by the front door whilst a member of staff checks the gates have been closed securely before they play outside. Staff ensure babies are checked regularly as they sleep and written records are kept.

Children are protected effectively. There are good procedures in place to ensure that staff have a clear understanding and knowledge about safeguarding children's welfare. Detailed induction programmes for new staff ensure they are fully aware of the procedures to follow in the event of having a concern about a child in their care. Most staff have completed first aid and child protection training and all are confident in dealing with minor accidents.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, confident and enjoy their time at the setting. Staff are enthusiastic, caring and enjoy being with the children; this means that children respond well to them. Good relationships are being built between key workers and their children. Resources are easily accessible for all younger children which enables them to begin to make choices in their play. Children show care and concern for each other. They are beginning to learn to share and take turns as they play, through gentle reminders from staff. Children take part in meaningful, enjoyable activities that include creative and imaginative skills. For example, children explore the feeling of mushy peas, natural resources, mirrors, musical instruments. All children benefit from a wide range of books and enjoy listening to familiar stories and songs either individually or in groups which help their language skills. Children are confident to talk about their families and share experiences.

There are good interactions between the children and staff. They support babies' language skills by responding positively to their babbles. Resources are used well to help babies and the younger children learn, explore and develop. Staff have recently started to use the Birth to three matters framework to help them plan and assess the progress of children under the age of three years. This planning is in the early stages and key worker staff are beginning to plan activities and assess their children.

Nursery Education

The quality of teaching and learning is good. Children are happy, excited to learn and explore. They enjoy a good range of activities and experiences. Staff have a sound knowledge of the Foundation Stage and the stepping stones, consequently this helps them set good challenges for the children. Children are making good progress in all areas of learning. However, although staff regularly assess children's progress through observations, these do not link into written activity plans. This means that staff are not able to track children when planning activities and help move them on to their next stages of learning. Staff are enthusiastic in their delivery of activities. They offer clear instructions and interact well with all children during activities. Mathematical language is used well by staff and is beginning to help children understand the

concepts of taking away and adding more. Shapes and patterns are included in children's learning. For example, children make kites, they talk about what shape a kite could be, and the shapes of paper they are sticking onto their kites.

Children enjoy listening to stories; they sit enthralled as a member of staff tells a story with no book. She encourages them to join in using their imagination as they go on a trip and what they may see. Staff use questions effectively to develop children's ideas and language. Children have regular opportunities to write and make marks; they are encouraged to write their own name on their work. Staff praise them as they do so. Children develop their senses as they touch and feel when they play a game of standing on textured circles with bare feet and describing how they feel. They then have to find a circle from a bag, without looking, that feels the same as the one they are stood on.

Helping children make a positive contribution

The provision is good.

Children gain a good awareness of the diversity within the community. Resources are used very well to help children learn about the world around them and staff ensure that festivals are celebrated. These include Chinese New Year, Hanukah, Eid, Diwali and St. Georges Day. Children dress-up, try different foods and listen to stories. For example, during the inspection children were involved in cutting daffodils from the garden, drawing and painting them and for lunchtime children were given leek and potato pie, and cooked welsh cakes. The individual needs of children are met well and support is given to children with learning difficulties and disabilities. Staff offer excellent support for children with English as an additional language. They have adapted the environment through clear labelling of resources using pictures and print in different languages.

Children's behaviour is good. They understand the rules of the setting and respond to positive praise from the staff. Spiritual, moral, social and cultural development is fostered. Children are happy, take turns and play well together. Children understand right from wrong and respect for others. The staff are good role models; children see them talking to each other with respect and care. Staff give children clear explanations about how their actions may impact on others.

Partnership with parents is good. Children benefit from the good relationship that has been built with parents. Staff are sensitive and understand that when children start at the nursery it can be a difficult time for both children and parents. They use this time to build positive relationships with parents and discuss the child's needs. Excellent information is shared with parents. They have easy access to all policies and procedures. These are not only on the notice board, but included in the detailed brochure. Detailed, clearly written information is given to parents about the Birth to three matters framework and the Foundation Stage areas of learning. Regular newsletters, daily diaries, open evenings and parents' evenings all ensure parents are kept well informed. Parents are happy with the care provided and feel that staff and management are approachable. They have a clear understanding about how to complain should they need to. Staff discuss children's progress with parents both informally and formally, this helps parents and carers feel involved in their children's care.

Organisation

The organisation is good.

Leadership and management are good. There are effective recruitment and vetting procedures in place to help keep children safe and ensure they are cared for by suitably qualified, vetted staff. A good induction procedure for new staff ensures that they are well informed about nursery policies and procedures, as a result, they are implemented well in all areas of the nursery. All staff are committed to extending their knowledge of childcare through further training and development. The setting are continually looking for ways to improve the care they provide.

Staff are committed, enthusiastic and enjoy being with the children. Adult to child ratios are good and maintained at all times. Staff are deployed effectively to ensure children are safe at all times. An effective key worker system means that children develop secure relationships with staff and helps to provide continuity of care from staff who know them well. The staff work well as a team and regular staff meetings and planning sessions, involving the nursery manager, contribute to children having interesting, exciting activities. However, planning for the older children does not enable staff to track children's progress and plan for their next stages of learning. Record systems are in place and work well to help promote children's well-being. Documents are stored securely and confidentiality is maintained at all times.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- continue to develop the Birth to three matters approach throughout the nursery to promote variety and choice in children's play.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop further written plans and assessments to ensure they are used effectively to help plan for children's next stages of learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk