

Mama Bear's Day Nursery

Inspection report for early years provision

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Inspector Deborah Jane Starr

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Mama Bear's Day Nursery opened in 2009, taking over ownership of an established nursery that originally opened in 1995. The nursery is part of a small local group of private nurseries operating in the Bristol and South Gloucestershire areas. It operates from a purpose built single-storey premise next to the Soundwell College in South Gloucestershire. There is a fully enclosed outside play area adjacent to the building. The nursery serves the local and surrounding area.

The nursery is on the Early Years Register and the compulsory part of the Childcare Register and opens each weekday from 7.30am to 7.00pm, for 51 weeks a year. A maximum of 44 children may attend the nursery at any one time. There are currently 58 children on roll. The nursery offers support to children who have special educational needs/and or disabilities and for whom English is an additional language. The nursery employs 12 staff who work directly with the children and a cook. Of these, 11 hold appropriate early years qualifications and one is working towards an appropriate early years qualification. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have an overall good knowledge and awareness of children's individual needs, enabling them to promote and safeguard their welfare effectively. Children mostly make good progress in their learning and development in relation to their starting points because staff know how to support children's learning. Strong partnerships with parents contribute significantly to ensuring the individual needs of each child are effectively identified and met. Effective links established with others ensures continuity in children's care, learning and development. A highly effective self-evaluation system, that includes parents and others and a strong commitment to continuous improvement, ensures that the outcomes for children are good.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that fire exits in the garden are free from obstruction
- extend opportunities for children to recognise their own unique qualities through meaningful experiences that fully embrace their diverse cultural backgrounds

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because staff have a good knowledge and robust understanding of child protection issues. Reporting procedures within the nursery are gained through effective induction, working knowledge, regular review and ongoing training opportunities. Thorough arrangements ensure all adults working with children have undergone appropriate vetting procedures. Staff conduct frequent risk assessments of all aspects of the provision. Overall, well considered policies ensure children are cared for in a safe and secure environment. For example, staff access to photographic equipment, security of the main door and procedures for ensuring staff are visible at all times. However, staff are not vigilant at all times when setting out play equipment in the garden, placing an obstruction in front of the fire exit. Comprehensive documentation is in place to safeguard children, for example, management countersign parental permission forms prior to administering medication and all required records are well organised, well maintained, regularly reviewed and shared with parents. Consequently, children's well-being is effectively safeguarded. Ongoing review of the nursery environment by staff and management ensures children of all ages easily access an interesting range of high quality, well-organised toys and resources that support their play and learning, both inside and outside.

The management team, of the recently opened nursery, have introduced and implemented a rigorous and highly effective system of monitoring and self-evaluation, which includes the views of staff and parents; providing an accurate assessment of strengths and areas for development. Future actions identified and those already taken are realistic, well chosen and carefully planned; resulting in good outcomes for children. For example, all staff participate in team meetings, where experienced practitioners role model good practice in a wide variety of situations. Up to date training, such as the safeguarding of children, consolidates staff's understanding. Identified gaps in staff knowledge, regarding the assessment of children's development and planning for their progress, is supported by an experienced and enthusiastic manager, skilled mentors from within the nursery and other settings within the group and in conjunction with internal and external training. Plans are in place to develop the outside play space to offer a wider range of experiences that excite children and promote the curriculum. The management team work closely with external advisors to develop staff's skills and practice further. They clearly demonstrate a strong commitment to continuous improvement. The owners of the nursery have a clear vision for the future. Alongside the management team they have high expectations of the staff and what can be achieved, to ensure the best possible outcomes for children.

Staff's responsive approach to the individual needs of children and their families alongside effective partnerships with a range of other professionals, enhance children's experiences. Parents are well informed of the nursery's working practices on an ongoing basis. There is a wealth of clear written documentation, daily records for all children, inviting displays of children's involvement in activities, parent and open meetings and daily discussion about children's welfare, activities and achievements. Parents' knowledge of their children is actively sought and

taken into account when they start at the nursery, ensuring that children settle well and staff know their interests and capabilities. With support and encouragement, they play an active role in their child's ongoing learning and development. The nursery is fully aware of its responsibility to make links with other early years providers that children attend. Children to whom this applies have only recently started at the nursery so links are in their infancy.

The quality and standards of the early years provision and outcomes for children

Children are supported well by staff when settling into the nursery. Close working with parents ensures that routines for babies and young children are consistent with home and parental wishes respected. Children of all ages form strong attachments to staff and are at ease and secure within the nursery. Children make good progress. Staff have a good understanding of how children learn and develop through open-ended questions, suitably challenging activities and resources that reflect their interests. Children's progress is frequently observed and assessed, consequently, planning is responsive to children's interests and their identified next steps in learning. Staff's understanding of how to develop children's play is supported effectively through the modelling of good practice and guidance by experienced and skilled staff. For example, children are interested in animals which they self select them from well-organised low level storage containers. Staff encourage children's shape recognition through investigation of their environment. They construct a zoo using and naming different shaped blocks and re-create different living conditions, using appropriate coloured shaped mats to denote water, grass and sand. Children introduce the animals and effective open ended questioning by staff supports them to match according to type, compare size and talk about different living environments. An effective key worker system, with additional one-to-one support where appropriate, ensures that children are sensitively cared for. Their learning is supported through good knowledge and use of aids to communication, such as Makaton and pictorial symbols. Children's awareness of the wider world is well supported through an interesting range of visual images, resources and regular interesting meaningful activities, such as the tasting food from around the world. However, these opportunities do not at all times reflect the diverse backgrounds of all children that attend.

Children demonstrate a good understanding of healthy lifestyles. They enjoy nourishing, balanced freshly prepared healthy meals that take full account of their dietary requirements. Staff effectively use this everyday activity to promote and support children's self-care skills, such as serving their own food and clear guidance to use cutlery at meal times. Children spontaneously follow and understand the reasons for good hygiene routines. Free flow play between the inside and outside gives access to plenty of fresh air. A varied range of play equipment promotes the development of physical skills, such as balance. Children's contributions are highly valued and they delight in viewing themselves in photographs that demonstrate their learning through activities. Staff help children to manage their own behaviour through sensitive and appropriate guidance and effective use of props, such as the recently introduced 'Golden Rule Book'. Consequently, children are clear as to expectations and their behaviour is good.

Children develop awareness of recyclable materials when making models and through sorting items made from plastic, cardboard and paper developing further skills for the future.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

| | |
|--|---|
| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

| | |
|--|---|
| How effectively is the Early Years Foundation Stage led and managed? | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 2 |

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met