



Mama Bear's Day Nursery (Shirehampton)

Inspection report for early years provision

Unique Reference Number	EY272469
Inspection date	12 December 2005
Inspector	Janice Clark
Setting Address	112-116 Grove Leaze, Shirehampton, Bristol, Avon, BS11 9QU
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Registered person	Mama Bear's Day Nursery Ltd
Type of inspection	Integrated
Type of care	Full day care, Out of School 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 satisfactory. 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, incorporating Bristol Bears Out of School Club, is one of three nurseries run by the registered person. It opened in 2004 and operates from a converted two storey premises with direct access to an enclosed outside play area. It is situated in the residential area of Shirehampton in Bristol. Children under the age of 30 months are cared for in rooms, appropriate to their age group, on the first floor of the nursery. Children from 30 months to 5 years are situated between two rooms

on the ground floor. There is an art and craft room that is accessible to all nursery children. The out of school club is accommodated in a large hall with access to an ICT room.

The nursery provides care Monday to Friday between 07.30 and 18.00. The out of school club provides care, Monday to Friday between 07.30 - 09.00 and 15.00 - 18.00, term time only and 07.30 and 18.00 during school holidays. There is an option of an additional hour at the end of the day for all age groups. The setting operates throughout the year, except for bank holidays and Christmas week.

There are currently 53 children on roll in the nursery. Of these, eight children receive funding for nursery education, all are aged 3-years. There are currently 20 children on roll in the out of school club.

The nursery employs 21 members of staff including the manager who holds a supernumerary role. Of these, 18 members of staff hold appropriate early years qualifications. Children are taken to and from school by staff in the out of school club.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a clean, well maintained environment. They enjoy the benefits of a routine that ensures the appropriate balance of rest and play. The regular use of the outdoor play area and the good use of the setting's large hall contribute to children's good health and the development of their large physical skills. For example, children enjoy fresh air and exercise. They practise a wide range of physical skills as they confidently explore soft play equipment. They climb up and slide down large apparatus, balance on beams, peddle, push and manoeuvre wheeled toys. Children enjoy regular tumble and stretch sessions and learn about their bodies as they warm-up before activities and cool-down afterwards. They develop co-ordination skills as they play ball games, such as cricket.

Children learn the advantages of a healthy diet as they enjoy a variety of nutritious snacks and meals. For example, children eat muffins, fresh fruit, sweet and sour chicken or vegetable soup. They are introduced to new meals, such as vegetable stir-fry but still enjoy fish fingers or toad-in-the-hole which are old favourites. Staff alternate the menus regularly to add to children's variety and choice. They consult parents regarding children's dietary and religious needs and these are taken into account. Drinks are readily available to all children throughout the day. As a result, they learn the importance of taking regular drinks as a way to maintain their health. Staff follow satisfactory health and hygiene practice in the nursery and children are learning to be independent in their self-care skills. However, children's basic health and hygiene routines are inconsistently applied. For example, younger children are not always encouraged to wash their hands before eating meals or prior to cooking activities. Therefore, not all children learn the importance of good hygiene practice and some are at risk of cross infection. All required documents relating to children's

health are in place. However, staff are not consistent in the recording of accidents.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play in safety in a secure indoor and outdoor environment. They grow in confidence because they are able to move around freely and unrestricted. However, younger children do not benefit from an environment that is maintained at a comfortable temperature. Resources are bright, safe and hygienic for children to use. Toys for children over the age of 2 years are easily accessible and this encourages them to make independent choices in their play. However, some toys in the baby room are stored on a low window ledge and are not safely accessible to small children. Written risk assessments are in place. As a result, the staff have been able to recognise and minimise some potential hazards in the nursery. Pre-school children learn how to keep safe due to good explanations from staff. The out of school club children learn about road safety. Effective routines and the close supervision of staff ensure that they safely travel to and from school. However, the staff have not been able to successfully identify some risks to children. For example, a trailing wire from electrical equipment is accessible to children and the system for the safe movement of younger children, within the nursery, is not effective. Consequently, this compromises children's safety.

Staff take steps to safeguard and promote children's welfare. They have a clear understanding of child protection in line with the local Area Child Protection Committee procedures. All staff hold current first aid certificates and a well stocked first aid box is in place.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Most children are happy and excited to come to the setting and they eagerly separate from their parents. Tearful children are comforted and treated with sensitivity until they are confident to join in with the activities on offer. All nursery children participated enthusiastically in the setting's nativity play. They enjoyed dressing-up and singing songs, such as 'Away in a Manger' and 'When Santa Got Stuck Up a Chimney', using actions and musical instruments. They confidently performed in front of parents and children from the local primary school. This assists in promoting children's self-esteem and developing a sense of pride in their achievement.

Younger children respond well to the support and encouragement of a caring staff team. For example, a 1 year old child pulled himself up to standing and was praised enthusiastically by a member of staff. They enjoy interesting and safe experiences that involve using all their senses. For instance, they explore musical instruments, household items and natural materials, such as coconuts and fir cones. However, staff have not yet introduced an approach such as Birth to three matters into the nursery. As a result, children do not benefit from variety and choice in their play as only a small range of resources are available to them at any one time. Staff expect

some children to persevere at activities for prolonged periods of time. Consequently, they lose concentration and lack interest in their play. Older nursery children confidently choose from a wide range of resources and activities that are available to them. They develop new skills as they enjoy music and movement, painting, creating collages and baking activities. However, they do not always gain maximum benefit from activities due to the organisation of the morning session. Children attending the out of school club experience a wide range of interesting and fun activities and enjoy learning new skills. For example, they participate in table tennis, football, cooking, art and craft activities and have regular access to computers. During the school holidays, they regularly join together with the Hengrove site. This enables them to extend their range of activities and enjoy outings to venues, such as Blaise Castle and Weston-super-Mare.

Nursery Education

The quality of teaching and learning is good. Staff have a secure knowledge of the Foundation Stage and the stepping stones. As a result, children enjoy a range of stimulating and interesting activities and experiences, some of which are first hand. Staff are enthusiastic in their delivery of the curriculum. They offer clear instructions, interact well with the children, listen to them and question them appropriately. Consequently, children are motivated to learn and concentrate well at given tasks. Plans are detailed and informative. They offer staff clear instructions as to the outcome of the activity, many of which cover more than one area of learning. For example, the children created their own edition of 'We Are Going on a Bear Hunt'. During this activity they worked together to make a book with the use of a digital camera. They extended their knowledge of maths language, used their creative and imaginative skills to produce noises similar to those in the story and they practised large physical skills as they turned the story into a drama. Although written assessments of the children are not yet fully established, staff know the children well and use observations to determine their progress. Consequently, children achieve regular and continuous progress in all areas of learning and most activities are sufficiently challenging.

Children are learning to recognise their names and familiar words in an environment full of print. They practise writing skills and are encouraged to write their names on their artwork. Imaginary play situations, such as a post office, encourage children to use writing as a means of communication and to extend their mathematical understanding. For example, children write letters, complete forms, buy stamps and weigh parcels.

Children learn about shapes through practical activities. For example, looking for items representing different shapes in the playroom. They enjoy using numbers in their play and practise simple number rhymes, such as 'Five Little Speckled Frogs'. More able children are beginning to solve simple problems during every day routines and activities.

Children develop small manipulative skills through construction play, threading and creative activities. They use a wide range of media and experience a variety of art activities. However, children do not regularly have opportunities to use their creative skills imaginatively due to pre-conceived end products. As a result, children do not

experience sufficient challenges in this area.

Helping children make a positive contribution

The provision is good.

Friendly staff provide a warm, welcoming environment for children and their parents. Labelled displays of children's work, as well as photographs of themselves, assist in promoting a positive self-image and a sense of belonging. The nursery provides some toys and activities that promote a positive view of the wider world and resources from toy libraries enhance these. For example, children have access to books, puzzles, play people, musical instruments and dressing-up clothes that portray positive images of culture, religion, ethnicity, disability and gender. Children experience different festivals, such as Divali and Hanukkah. They learn about their community and the people who work and live there. For instance, the children regularly visit the library and they enjoyed a visit from the local fire brigade. The children have formed good links with the local primary school. As a result, children increase their awareness of diversity and their understanding of others.

Children are learning to share, take turns and play co-operatively. For example, they take turns during ball games and enjoy participating in parachute games. Positive behaviour is encouraged through praise. For instance, when two older children were playing well together a member of staff told them, 'You are playing beautifully together, well done'. The staff team are consistent in their handling of children's behaviour and use strategies appropriate to the age and stage of development for the children. For example, staff use distraction and offer alternatives for younger children. They discuss good choices and bad choices with older children and encourage them to take responsibility for their behaviour. This assists in creating an atmosphere which is conducive to a good learning environment for children. As a result, behaviour in the nursery is good. Staff have a positive attitude to working with children with special educational needs and their families. All children are included in all activities. The provision fosters children's spiritual, moral, social and cultural development.

Partnership with parents is good. They receive good information when they first start at the nursery including some policies and procedures. Further policy documents are easily accessible to them on the notice board in the reception area. This leads to good communication and understanding which results in a happy comfortable atmosphere for children to play. Parents settle children slowly into the setting and staff use this opportunity to discuss children's care and development to date. This enables younger children, in particular, to benefit from continuity and routines similar to what they already know. Staff discuss development records with the parents both formally and informally. In addition, they make good use of diaries and this keeps parents well informed of children's care and learning on a daily basis. Regular newsletters inform parents of activities and events, such as fun days and concerts. Staff arrange an information evening, which is supported by teachers from the local primary school, for parents of children entering the pre-school group. This informs them of the Foundation Stage and the stepping stones. All parents and grandparents are encouraged to visit the nursery at any time. As a result, parents and carers feel

involved in their children's care and feel confident to extend children's learning into the home. This contributing to children's general well-being.

Organisation

The organisation is satisfactory.

Staff work well as a team to help to promote an environment where children can play safely, enjoy activities and make a positive contribution. There is an effective recruitment procedure in place to determine the suitability of new staff and an induction programme to inform staff of their roles and responsibilities. However, some procedures are inconsistently applied, such as health and hygiene routines and the recording of accidents. The manager organises staffing rotas well to help to promote continuity for children. There is a key worker system in place and staff know the children well. This contributes to their well-being. Documents are stored securely and confidentially and they are shared appropriately with parents. Overall, the setting meets the needs of the range of children for whom they provide.

The leadership and management of the setting is good. Regular staff meetings and planning sessions, involving the nursery manager, contribute to children participating in interesting and stimulating activities. Staff are committed to extending their knowledge of childcare through further training and development. They approach parents regarding their views of the care and education in the nursery and they welcome and value their comments. The manager closely monitors and evaluates the programme for education and is able to recognise most strengths and weaknesses of the provision. As a result, action plans are in place to ensure the continuous improvement of the provision for nursery education.

Improvements since the last inspection

During the last inspection, the nursery was requested to improve their induction procedure for staff and students, ensure that the rooms in the nursery are maintained at an adequate temperature and that procedures for the administering of medication and the recording of accidents are consistently followed.

The nursery maintains their records for the administration of medication in-line with the National Standards and this contributes to children's health and welfare. All staff and students complete an in-depth induction programme that covers all the nursery's policies and procedures. However, this is not effective as some routines, such as the system for the recording of accidents, are inconsistently applied. In addition, the issue regarding the temperature of the rooms has not been sufficiently addressed and this does not promote positive outcomes for children.

Complaints since the last inspection

Since May 2005 Ofsted have received one concern.

In September 2005 a concern was raised under Standards 1,3,11 and 12 in relation

to the care of a child who was being settled into the nursery and that concerns were not adequately addressed by the registered person. The provider was requested to investigate these concerns. Following receipt of this investigation, Ofsted was satisfied that National Standards 1,3,11 and 12 were being maintained and no further action was taken. The provider remains qualified for registration.

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):

- take positive steps to ensure that health and hygiene routines for children are consistently applied
- ensure that the temperature of the nursery is appropriately maintained at a comfortable level for children to play
- conduct a risk assessment within the setting identifying actions to be taken to ensure children's safety and minimize identified risks
- improve outcomes for children by introducing an approach in line with Birth to three matters; ensure that routines are organised effectively to enable older children to gain maximum benefit from all activities
- ensure the system for the recording of accidents is consistently maintained

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):

- evaluate and maintain children's assessment and development records to ensure that they are used to inform the planning of children's future learning, in particular challenges for children
- continue to assess the strengths and weaknesses in the education provision

to ensure gaps are highlighted and actioned

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