

Mama Bear's Day Nursery

Springhill Green, Pennycross, Plymouth, Devon, PL2 3RW

Inspection date

Previous inspection date

12/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- The new owners are passionately committed to improving the quality of the provision and have implemented very effective systems to support children's learning and development.
- Children benefit from a well resourced and spacious environment, with lots of opportunity to play indoors and out as they choose.
- Children make very good progress because the staff know their individual needs very well and plan challenging and enjoyable activities.
- There is an outstanding commitment to staff training and development and staff come back enthused from courses they have attended.
- There are high staffing levels and the additional support of managers and support staff enable child care staff to provide children with good levels of support.

It is not yet outstanding because

- The nursery has only been under the current ownership for a very short time and some of the improvements are still in the process of development, such as enhancing the potential of the outdoor area to provide children with different opportunities and challenges for their learning.
- Some opportunities for staff to extend children's learning are missed, such as modelling mathematical language and encouraging thinking about simple problems.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities and spoke to staff in all of the play rooms.
- The inspector held meetings with managers and the director.
- The inspector completed a joint observation with the deputy in the pre-school room.
The inspector looked at a range of documentation including children's records,
- records of staff suitability checks and the self-evaluation form submitted by the nursery prior to inspection.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Ruth Thrasher

Full Report

Information about the setting

Mama Bear's Day Nursery is one of a group of 18 family owned nurseries located in the Southwest of England. The nursery was registered under its current owners in September 2012. It operates from a detached property in the Pennycross area of Plymouth, Devon. Children have access to an enclosed outdoor area and garden. They are cared for in

groups based on their age and stage of development. The nursery accommodation consists of five separate base rooms, plus additional rooms on two floors. Children under the age of three are cared for on the first floor and there is ramp access to the rear garden. The nursery is open for 51 weeks of the year, from 7am to 6pm or until 7pm by prior agreement.

The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It provides care for up to 115 children under 8 years. There are currently 167 children on roll, all of whom are in the early years age group. The nursery supports children with special educational needs and/or disabilities and children for whom English is an additional language.

There are 31 staff who work with the children. One member of staff has Early Years Professional Status, 19 staff have a level 3 qualification, and eight are qualified to level 2. A cook, meal-time assistant and administrator are also employed. The nursery provides funded early education for children aged two, three and four years.

What the setting needs to do to improve further

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

- develop the outdoor area to enhance opportunities for children's learning and interests, enabling them to do things in different ways and on larger scales
- increase opportunities for children to use basic mathematical language and discuss how they solve simple problems.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are making very good progress in their learning because staff use observations and assessment very effectively to plan their next steps. Staff have a good knowledge of how children learn and develop and use this to plan appropriate and challenging activities. There is very good support for children with additional needs and English as an additional language. Since the nursery has changed ownership all the children have had a full assessment to establish their starting points. Each child has their own individual learning plan and their next steps cards are displayed so that all staff are aware of them. Themes and topics, such as 'Bonfire Night' and 'Autumn' are regularly shared with parents through monthly update sheets. This enables parents to contribute information about children's

interests and achievements at home. Staff work in partnership with other professionals to provide specialist support when needed. As a result all children make good progress in relation to their starting points.

Staffing levels are good and staff are well deployed throughout the nursery to support children's learning, indoors and out. Children have frequent opportunities to play outside. Pre-school children come indoors and out as they choose as the play areas open directly onto the secure outdoor area. Younger children and babies are taken outside at regular intervals via the ramp that leads down from the first floor. The children have great fun playing in the 'mud kitchen' that a member of staff created for them following attendance on a course about outdoor play. They explore the texture of the mud, and develop their manipulative skills as they stir their 'mud stews' and make 'mud pies'. There is lots of space outside for children to run, climb, balance, throw balls and ride on tricycles and wheeled toys. Staff have lots of ideas about how they would like to improve this area to provide further opportunities and challenges for children. The outdoor area is an excellent resource but has not yet developed to its full potential to enhance children's learning in different ways.

Staff have completed recent in-house training to enable them to develop a greater understanding of how to support children's language and communication. They use a variety of techniques such as a box of props to bring stories alive and children guess what happens next. Babies are introduced to new language such as 'soft' as they explore the properties of pasta and shaving foam with their hands. They enjoy playing in the sensory area and develop physical skills as they roll a flashing ball or grasp a chunky chalk to make marks on a blackboard. Older children enjoy a popular book about trains and eagerly point out the helicopter and talk about the numbers on the trains. However sometimes staff miss opportunities to extend children's learning by modelling mathematical language or challenging them to solve problems. Overall there is a very good balance of adult and child-led activities to support children's learning. This ensures they have the skills and attitudes to prepare them for the next stage in their learning or when they start school.

The contribution of the early years provision to the well-being of children

There is a strong key person system in place that ensures children's individual needs are well met. The key persons know their children very well and build good relationships with parents and carers. They exchange a good amount of information to support continuity in children's care. This is evident throughout the nursery, but particularly in the baby room where babies appear happy and settled with trusted and familiar staff. Children are encouraged to be independent and take responsibility appropriate for their age. For example, children were observed to put pieces of train track away in a drawer without being prompted by staff. They put on their own coats and boots when they want to play outside. Children have lots of opportunities to make choices and decisions about what they want to play with and what they want to do. Toys and resources are easily accessible, well-organised and attractively presented.

The older babies' room has recently been refurbished and includes a large low-table where

they sit together socially at meal-times. With staff support, older children help themselves to food from a serving bowl at lunch time. Each room has a fruit bowl and children help themselves to pieces of fruit when they feel hungry. Specially designed personal placemats alert staff to any allergies or dietary requirements. Information about menus and the ingredients are displayed for parents to see. Children learn to look after themselves and see to their own personal needs. They use individual flannels to wipe their hands and faces after meals, singing along to a cheery song with staff. Toddlers are encouraged to help themselves to drinks when thirsty from feeder cups labelled with their photographs to help them find their own drink. As a result children's dietary needs are well met and children develop an understanding about healthy eating and lifestyles.

Staff understand how to promote positive behaviour and sensitively intervene to redirect or guide the children when necessary. They encourage children to be considerate of others and to share and take turns, for example when playing a game with cards. There are lots of examples of children's work displayed, including pictures they have done at home. Staff regularly praise the children and encourage them to have a go. They show children how to play safely and how to use tools. For example, two boys showed great concentration as they cut up potatoes and bananas to make a stew. As a result children are developing their confidence and self-esteem.

The effectiveness of the leadership and management of the early years provision

The nursery is led and managed by a highly effective and very committed management team who have made significant improvements to the organisation of the provision in the short period since it changed ownership. The directors and managers have considerable experience of running other nurseries and use this expertise to good effect to improve quality and drive improvement. They took over a loyal staff team who are very committed to providing quality care for the children. Managers and staff have a clear understanding of their responsibilities to meet legal requirements. Documentation, policies and procedures are well organised to support children's learning, development and welfare. There are robust policies in place to ensure the suitability of staff working with children. Criminal Record Bureau checks have been updated for all staff and new employees complete thorough induction programs. Risk assessments are carried out routinely and also after any accidents; additional safety measures are implemented, as deemed necessary, to further promote children's safety.

There are strong systems in place to monitor the educational program. Planning and quality are closely monitored by managers to ensure that the needs of all children are met. Staff have contributed to a detailed self-evaluation of the nursery and priorities for improvement are identified in action plans which show actions completed and planned. The provider shows an exemplary commitment to staff training and continuous professional development. In-house training has taken place to improve staff knowledge about aspects of children's learning. Staff are developing their confidence and skills and are enthused by opportunities to attend external training courses. Safeguarding has been given a high priority and all staff have either completed or been booked in to training to

update their knowledge. The nursery has begun a quality assurance scheme in order to continue to improve standards. A system of regular staff meetings, room leader meetings and staff supervision has been also been introduced. This commitment has had a very positive effect on staff morale and therefore benefits the children.

The nursery has developed very positive relationships with parents and carers. Parents spoken to were very complimentary about the nursery and said that their children enjoy coming to nursery and they are pleased with their progress. Shift workers find the flexible booking system supportive of their family situations. There is a lot of information available to parents through wall displays, information packs and parents' evenings as well as verbally by discussion with key persons. Their views are sought through questionnaires and monthly update forms. Newsletters give feedback to parents and remind them how to access information about their children's next steps. The nursery is developing links with other early years providers and the local primary school to support continuity in children's care and learning. There are plans in place to develop links with other schools that the children will attend in order to support transition. The nursery works well in partnership with external agencies to support the children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not

meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

Not Met The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY452051
Local authority	Plymouth
Inspection number	889933
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	115
Number of children on roll	167
Name of provider	Mama Bear's Day Nursery Ltd
Date of previous inspection	Not applicable
Telephone number	01752776633

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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