

Mama Bear's Day Nursery

St. Margarets School, Barewell Road, TORQUAY, TQ1 4PA

Inspection date

Previous inspection date

11/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- The strong management team have excellent systems to monitor the quality of the provision and continually work to maintain a high quality service.
- Highly enthusiastic and knowledgeable staff work extremely well as a team, deploying themselves very effectively and providing children with excellent role models.
- Children are enthralled by the innovative way staff tell stories, which captures their imagination and concentration.
- Excellent partnerships with parents and other professionals enables the extensive sharing of information to ensure an inclusive environment where staff meet every child's individual needs.
- Outstanding assessment systems enable staff to have a comprehensive knowledge of children's development and ensure every child makes rapid progress through meticulous planning.

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.

Inspection activities

- The inspector observed activities in both playrooms and the outside learning environment.
 - The inspector had a meeting with the lead manager and carried out a joint observation.
 - The inspector looked at children's assessment records and planning documentation, and discussed some children's individual learning with their key person.
 - The inspector checked evidence of staff suitability, safeguarding documentation, and sampled the policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from the setting's parent survey, as well as the provider's self-evaluation form and improvement plan.

Inspector

Elaine Douglas

Full Report

Information about the setting

Mama Bear's Day Nursery is one of 18 nurseries privately owned by a family group. This nursery opened under the current registration in 2012 and operates from purpose built premises. Children have access to two playrooms, a sensory room, toilets and a secure

enclosed outdoor play area. It is situated in the grounds of St Margaret's Academy in Torquay. The nursery is open each weekday from 7.30am to 7pm for 51 weeks of the year, closing between Christmas and New Year, and all bank holidays. The nursery welcomes children from all families in the community. The nursery is registered on the Early Years Register. There are currently 72 children on roll from six months to under five years, some in part-time places. The nursery supports children with special educational needs and/or disabilities and/or children who are learning English as an additional language. There are 12 members of staff, the manager holds an early years qualification at level 4, ten staff hold a level 3 and one a level 2. Staff are supported by a part-time administrator, an area manager, lead manager and head office staff. The nursery receives funding to provide free early education to 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:

- enhancing the programme for literacy by increasing staff awareness of using daily routines to support children in linking letters and sounds.

Inspection judgements

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

Staff have an excellent understanding of the Early Years Foundation Stage and through meticulous observations they plan extremely effectively for each and every child's next stages of learning. For example, one member of staff works closely with a child to build their confidence in communicating with adults. She becomes excited when they speak to her for the first time. Together they listen to the birds, follow their movements in the garden and talk about what they can see and hear. Staff notice what arouses children's curiosity and provide time for children to become deeply involved in their learning. Consequently, all children, including those learning English as an additional language make outstanding progress and develop the skills and attitudes to prepare them for school or their next stages of learning.

The acting manager has been involved in government initiatives such as Every Child a Talker so that staff embed ways of improving children's communication into the daily routines. Consequently, children are excellent communicators and parents comment on their child's language developing rapidly. Children have excellent support for their physical development. For example, a key worker holds a young child's hands so they can practise their standing and walking. Toddlers climb onto a small slide and laugh as they

slide down. Older children negotiate space successfully and demonstrate excellent coordination skills. They are beginning to write their names and carefully use scissors to cut out a particular shape. Staff use a bag of different objects to promote children's awareness of letters and sounds, and play games such as rolling the ball to someone whose name begins with a certain letter. However, they do not always use daily routines as effectively, such as sounding letters when writing children's names.

Children are active learners significantly benefiting from the staffs' knowledge of effective teaching and learning. For example, children learn the concept of big and little, and categorise groups through playing with animals. Staff encourage children to help each other. For example, one child is unsure how to draw a circle and older children find circles in the environment for the child to copy. This extends to children finding a range of different shapes. Children gain a very positive awareness of people's differences. For example, after a trip to the local church staff use pictures to extend children's knowledge of cultural places of worship. Staff engage children in enjoying their learning through their infectious enthusiasm. For example, a member of staff keeps the whole group enthralled as she acts out a familiar story. Young children watch with eyes and mouths open, mesmerised by the use of different voices and the involvement of other children.

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

Staff ensure the extensive settling in procedures are individual to the children and their families. Each key person works extremely well with a co-key person so that children always have a special adult who knows them well. Consequently, children develop secure emotional attachments from which they become confident, independent learners. Staff use stories for children to talk about feelings. As a result, all children behave extremely well and older children develop a sensitive awareness of when others may be cross or upset. Staff reinforce children's awareness of positive behaviour by asking them about the 'golden rules'. Children eagerly respond, saying loud voices are for outdoors, they need to share and use friendly words. Parents comment on how they are kept involved in their child's transitions within the nursery or if it is necessary to change the key person. Staff in the baby room have an excellent awareness of children's routine and care needs, and pick up on signs that children are tired, hungry or need changing. This ensures that babies are content and creates an environment that promotes their growth and well-being.

Staff provide an exciting learning environment both indoors and out. This means that children who prefer to learn outdoors have the same opportunities to challenge their all-round development, while meeting their individual learning needs. Staff have made recent improvements to the sensory room adding pictures of children's families and focusing on children's emotional development. Staff deploy themselves very effectively and provide outstanding role models so that they prepare children extremely well for their next stages of learning.

Children gain an exceptional awareness of how to keep themselves healthy and safe. They know why they wear high visibility vests on outings and comment on needing to listen and look for cars. Staff encourage children to assess risks for themselves and even young

children do this using symbols. Staff skilfully use games and stories to engage children in conversations about travelling safely, such as why they wear seat belts. Staff enhance children's knowledge further by organising visits from people in the community, such as the lollipop man. This stimulates children's interests so they engage in imaginative role-play based on first-hand experiences. Babies' health and well-being is given high priority and staff follow excellent hygiene procedures. All children access the outdoors daily and older children know how to dress according to the weather. Children develop an outstanding awareness of healthy eating. They help themselves to drinking water and fruit, and enjoy an excellent range of nutritious hot meals. They talk about washing their hands first to get rid of the germs.

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

The leadership and management team have an exemplary awareness of their responsibilities in meeting the safeguarding and welfare, and learning and development requirements. Each key person updates the children's learning and development summative assessments, and as part of the monthly quality audit the manager checks all of these and the planning to ensure they have identified all gaps. They then check that any additional support is in place. Managers provide excellent role models ensuring that staff benefit from their expertise. The managers identify staff accomplishments and actively seek their views and ideas. Consequently, there is high staff morale, which provides a secure environment for children. Managers utilise staff strengths and knowledge to enhance the provision. For example, they have recently given one member of staff a new role of outdoor learning coordinator. She enthusiastically talks about the current plans to develop an area for risky play and to extend further the opportunities for babies to be outdoors. The early language lead practitioner attends appropriate training, which they cascade to all staff so that they provide highly effective support. The management team undertake regular supervision and development audits to identify the most significant actions for continuous improvement. For example, they are currently embedding the staff's knowledge of the characteristics of learning into their observations and practice.

The excellent partnership with parents contributes significantly to children's welfare and learning. For example, parents provide keywords for staff to use to support children learning English as an additional language. Home learning packs are available for parents to borrow, which include story sacks, heuristic play items and sensory activities. Parents highly value the open evenings and open days, which they find highly informative as staff use them to consult with parents and share information. Staff welcome feedback from parents and provide an open, transparent communication system. For example, the managers share their quality assurance systems and action plans for improvements with the parents. Staff implement excellent procedures and documentation to ensure an inclusive environment for all and work closely with outside agencies to support children with special educational needs and/or disabilities. Staff provide sensitive support when children transfer to school, which includes the key person visiting with the parents.

Staff effectively implement the extensive safeguarding policies and procedures. Excellent security keeps children safe while on the premises. Staff carry out rigorous checks and procedures to maintain children's safety both on and off the premises. All staff receive safeguarding training and keep their knowledge up-to-date through procedure quizzes and team meeting discussions. The management team carry out rigorous checks and induction procedures to help ensure they employ only suitable personnel. Consequently, staff have an extensive awareness of their roles and responsibilities.

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	EY450381
Local authority	Torbay
Inspection number	806937
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	72
Name of provider	Mama Bear's Day Nursery Ltd
Date of previous inspection	Not applicable
Telephone number	01803 316511

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

