

Mama Bear's Day Nursery

Queen Elizabeth Drive, Paignton, Devon, TQ3 3YN

Inspection date	22/01/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children feel safe and secure, settle quickly and become enthusiastic, confident learners because of the strong caring relationships and interactions between children and staff.
- The excellent leadership and management structure ensures clear of lines of responsibility.
- Comprehensive and rigorous monitoring supports and encourages staff in their excellent practice.
- The strength and effectiveness of partnerships with parents and carers and other agencies support children's development and continuity of care.

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 in the playrooms and the outside learning environments.
- The inspector held meetings with the owner, manager and senior staff of the provision.
- The inspector looked at assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation and improvement plan.
- The inspector took account of parents' and carers' views on the day.

Inspector

Lynne Bowden

Full Report

Information about the setting

Mama Bear's Day Nursery is one of 18 nurseries owned by a family run group. It opened in 2012 and operates from a purpose-built building. Children have access to two secure enclosed outdoor play areas. It is situated in Great Parks Community Centre in Paignton.

They welcome families from across Torbay. The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 52 children may attend the nursery at any one time. There are currently 47 children on roll. The nursery supports children with special needs and/or disabilities. There are 13 members of childcare staff, all but one hold an early years qualification at level three or above. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- consider further ways to reinforce mathematics in everyday routines, for example, by always counting out the amount of cutlery to match the numbers of children present when laying the table at mealtimes.

Inspection judgements

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

The staff have enthusiastically embraced the revised Early Years Foundation Stage framework. They give high regard to the characteristics of learning to ensure that they provide a very welcoming and stimulating environment, where children enjoy learning and progress very well in relation to their starting points. The staff know the children and their families extremely well. A large proportion of families attend from difficult social situations. Despite this, staff have worked hard to successfully overcome barriers and build up very strong trusting relationships with parents. This knowledge informs their detailed observations and planning, where they clearly identify and define each child's next steps in relevant areas of learning. This information is shared with all the staff to fully enable consistent interactions and clear directions and reasons for the learning intentions. Staff carry out regular termly assessments of children's development, which incorporate the two-year-old progress checks, which they share with relevant parents. Key persons are responsible for each of their children's progress, which means that there is always a sharp focus on children's individual next steps. A very high proportion of parents contribute to their children's learning journals with information about their children's achievements at home. They are fully involved in identifying their children's next steps in learning through regular discussions and meetings with key persons. Consequently, these strategies

enhance parents' understanding of how their children learn, increasing their ability to fully support their children's outstanding progress in relation to their backgrounds.

Children make outstanding progress from their starting points in most areas of learning. The staff have a secure knowledge and are highly skilled at using various behavioural approaches to support children's emotional development for well-being and learning. In addition, staff make very effective use of Every Child a Talker (ECAT) to help ensure that the educational programme for communication and language is particularly strong. This leads to children doing especially well in their personal, social and emotional development and in their communication and language development. Although children do well in mathematics, progress in this subject is not quite as secure as in other areas of learning as staff do not always use every opportunity to promote the use of mathematics in daily situations. For example, during meal times, staff are not always routinely encouraging children to think about the numbers of children needing to eat and therefore count out the correct amount of cutlery they require.

Children with disabilities and/or special needs make very good progress based on their individual starting points. Staff use their knowledge of all children's individual needs and development to support, stimulate and challenge them appropriately. Staff plan and resource activities extremely well to ensure that children are able to concentrate and remain fully engaged. By their own enthusiasm and expert use of resources, staff skilfully involve all children in the pre-school room, which covers a wide ability spectrum. For example, during story time they introduce props, ensure children are all comfortable and encourage children to join in and act out the storyline.

Partnerships with parents and carers are extremely strong. Parents reinforce and consolidate children's learning from the setting at home, with sensitive support and resources from the staff. For example, where there are children with behaviour difficulties, staff provide parents with pictures showing a range of feelings to use at home. This results in both staff and parents working together consistently to help children identify and express their own emotions, consider the feelings of others and learn to manage their own behaviour.

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

Children quickly settle and are extremely confident at the setting because staff are very attentive to their individual needs. Staff are very highly committed to children's well-being. Key persons get to know children and their families extremely well. They use this knowledge well and conscientiously follow children's individual routines, such as sleeping with a favourite muslin for comfort to provide continuity of care. Staff gently reassure newcomers with appropriate cuddles. Children are involved in developing rules for their home rooms, giving them a sense of ownership. They learn to behave well because staff very skilfully support them in negotiating and sharing resources. For example, when taking

turns to ride wheeled vehicles down a gentle slope, children show their understanding of safety by routinely keep the area clear and demonstrating their spatial awareness. Staff expertly help children consider and realise the consequences of their actions. For example, when children start to demonstrate risky behaviour, such as sitting in a chair and rocking it backwards and forwards, staff gently question children and encourage them to think what might happen next if they continue. As a result, staff help children to understand their actions could hurt themselves or others.

Staff support even very young children develop their independence. Toddlers are able to choose when they want their snacks and what these consist of. They confidently enjoy preparing them, peeling bananas and are starting to pour their drinks. Older children enthusiastically serve themselves their lunches and understand the importance of dressing appropriately for outdoor play. Staff are highly conscientious in ensuring that the youngest children follow good hygiene practices and explain their importance. Before children leave the baby and toddler room to move up to the pre-school room, they are able to routinely wash their hands at appropriate times, demonstrating their understanding of its importance. Babies sleep comfortably in cots in the darkened sleep room. All children including babies and toddlers, thoroughly enjoy easy access to outdoor play areas, which clearly supports those children who prefer learning outside. There, they learn about the weather and environment and enjoy the freedom to run around and engage in energetic play. Young children develop their balance and walking skills as they toddle across different surfaces and up and down slopes. Staff encourage children to take small and high jumps, enhancing their understanding of physical movement and height. Younger children observing, attempt to jump by copying their actions. They laugh and chuckle with delight when adults lift and swing them up high, demonstrating the warmth of their relationships with staff and children's trust in the adults around them.

Children learn to keep themselves safe and are skilfully supported by staff. They carry out their own risk assessments, identifying hazards, such as when sand has been spilled on the floor, older children alert others to the danger, stop play and set up a warning sign. Staff are quick to share moments such as these with parents by taking a photograph to go on display. This helps children to feel valued and proud of their achievements. Children are very confident and independent. They enjoy participating in activities, such as acting out storylines and enthusiastically ask for more stories. They confidently choose activities and access resources from the wide range available. This confidence and independence, along with their rapid progress in all areas of learning, prepares children extremely well for their next stage in learning.

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

The provider and staff share a very clear understanding of and demonstrate an extremely high level of commitment to meeting their responsibilities regarding the safeguarding and welfare requirements. The areas used by children are very secure and safe. All staff who

work with the children undergo security checks to ascertain their suitability. Highly effective and supportive management, with clear lines of responsibility and buddying systems are used to support and develop good practice. Clear and comprehensive policies and documentation are available to enable staff to meet welfare requirements very effectively. Staff have experience and a very secure understanding of child protection issues and the procedures to be followed if they have any concerns about children and highly effective partnerships and links with relevant agencies.

Staff at this setting also have a very secure understanding of and commitment to meeting the learning and development requirements. Staff make highly effective use of guidance in the Development Matters in the Early Years Foundation Stage document to identify children's development and characteristics of learning. They record these in children's observation records and this information informs planning for individual children and supports children's rapid progress across all areas of learning. The manager has overall responsibility to monitor and audit the impact of the educational programmes, which she does on a monthly basis. She very conscientiously analyses progress records to ensure that each child is making appropriate progress.

Extremely effective partnerships are very well established with a range of external agencies, such as the speech therapy service and Portage workers, to provide continuity of care and meet children's needs. Partnerships with parents and carers are superb and staff value their input. Parents and carers highly value and praise the support and relationships that they have with staff at the setting. They state that they feel fully involved and informed about their children's progress and are confident in approaching staff with any concerns or difficulties. The manager demonstrates her commitment to the continuous development and improvement of the provision. She ensures self-evaluation is conducted regularly; for example, the online self-evaluation form has been updated twice in the six months since re-opening under new ownership, outlining the improvements and alterations they have implemented.

Staff are encouraged to attend all available training opportunities to enhance their knowledge and understanding of their roles and responsibilities. Regular appraisals from the management team, including the provider, regional and area managers, help monitor and support staff performance and enable them to achieve and maintain high quality practice. The setting also welcomes and embraces support and monitoring from the local authority. Their openness to feedback from several sources enables the manager to develop a very accurate picture of the setting's strengths and plan areas for development. In addition, there are regular opportunities to share good practice with staff from other settings within the company. These opportunities are extremely effective in extending and supporting staff's professional development at this provision.

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	EY450382
Local authority	Torbay
Inspection number	806938
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	52
Number of children on roll	47
Name of provider	Mama Bear's Day Nursery Ltd
Date of previous inspection	Not applicable
Telephone number	01803 665350

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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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