

# Mama Bear's Day Nursery

The Old School, Houndstone Close, YEOVIL, Somerset, BA21 3RL

<b>Inspection date</b>	15/03/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	2
		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 nursery has established very good systems for information sharing with parents, keeping them fully involved in their child's learning.
- Children are settled and feel secure. Staff manage changes and transitions very well to ensure children continue to be supported by familiar adults and their key person.
- Staff have a confident awareness of safeguarding procedures and their individual roles and responsibilities, helping to keep children safe.
- Staff make good use of daily routines and activities to increase children's language development and awareness of number.
- Well established systems for monitoring and evaluation means that management are able to identify areas for improvement and take appropriate prompt action.

### It is not yet outstanding because

- children who are learning English as an additional language are not provided with enough opportunities to use their home language at the nursery
- staff do not maximise opportunities for children to learn how to manage their own personal safety through activities and routines.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 two playrooms and the outside learning environment.
- The inspector completed a joint observation with the manager and held meetings with the manager, regional manager and registered persons.
- The inspector looked at children's assessment records and planning documents and a sample of documentation relating to children's welfare.
- The inspector checked evidence of staff suitability and qualifications of practitioners working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

## Inspector

Samantha Powis

## Full Report

### Information about the setting

Mama Bear's Day Nursery is one of 18 nurseries owned by a family run group covering the South West of England. It is located in the town of Yeovil, Somerset. It was registered in 2012, having been registered under different management prior to this. The nursery operates from areas within a converted school with access to toilet and kitchen facilities from each area. Other buildings on the site are currently being adapted to provide a dedicated baby/toddler unit and pre-school unit in the future. Children have access to enclosed outdoor play areas.

The nursery is open each weekday from 6.30am to 7pm for 51 weeks of the year. The nursery is registered on the Early Years Register and the compulsory parts of the Childcare Register. There are currently 70 children on roll, all of these are in the early years age group. The nursery welcomes families from the District Council and District Hospital, as well as from the wider community. The nursery receives funding to provide free early education to children aged two, three and four years. They support children who have special educational needs and/or disabilities and those who learn English as an additional language.

There are 17 members of staff. The manager has a level 5 qualification and the rest of the staff are all qualified to level 3.

### What the setting needs to do to improve further

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

- provide more opportunities for children who learn English as an additional language to express themselves in their home language some of the time
- increase opportunities for children to learn about personal safety and consider and manage some risks.

## Inspection judgements

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

Throughout all areas of the nursery children settle quickly and enjoy their play and activities. Children are interested and keen to learn and benefit from being able to make choices. For example, they can move freely between indoor and outdoor areas at most times during the day, enabling them learn and play in a way that suits them. Key persons

have a good understanding of children's learning needs. Staff use information provided by parents, alongside their own observations, to effectively monitor children's progress and plan for their next steps. Summary assessments, along with the progress check for two-year-olds are completed to identify the stage children are at in their learning. Activities provide children with a broad range of experiences that promote their learning in all areas. This means that children receive the support they need to be ready for the next stage in their learning. Staff are fully involved as children play, increasing children's learning through their involvement. Staff make the most of everyday routines and situations to extend children's learning, particularly with regards to their language and mathematical development. For example, as children prepare for lunch time, they talk about how many children are having lunch and how many plates they need. This means that all children are supported in making good progress towards the early learning goals, based on their starting points.

Children are inquisitive and curious about the world around them. Younger children enjoy the feel of the shaving foam on their hands. Older children make patterns using their fingers and brushes, engaging in early mark making. Staff encourage children to have a go at writing their own names, increasing their awareness of letter shapes and sounds. Children are interested in technology. From an early age they access simple toys that make sounds or light up in response to their actions. Older children become familiar with using the computer. They control the mouse with increasing skill and show an interest in the letters and symbols on the keyboard. Some role play areas are set up particularly well to encourage children's full involvement. For example, the children enjoy using the shop in the outdoor area. They ask questions, respond to requests and identify products from the labels. This demonstrates their increasing confidence in communicating and their secure understanding and use of language. As they select particular products, staff raise their awareness of the letters and words, encouraging them to be interested in print in the environment. Staff encourage babies' and younger children's language development well. Staff take time to listen to what they have to say, and respond positively to their babbling and chatter. For children who learn English as an additional language, staff learn some key words so they can understand and respond to children's requests. However, staff do not provide sufficient opportunities to encourage children to use their home language in the nursery, to help children feel that their language is fully valued and important.

Detailed information is provided for parents about how their child is progressing and how they can support this further at home. Daily information sheets provide valuable information about routines and activities. Parents frequently meet with key persons to share children's learning folders. Staff share assessments, along with children's identified next steps with parents termly. Newsletters, information sheets and posters on the playroom door provide details of current and future activities. This keeps parents fully involved and gives them ideas of how they can continue to support children's learning at home. Staff value the information they receive from parents about children's development, which helps them to establish a clear picture of children's all-round development both at home and the nursery.

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

Children are settled and very happy at the nursery. Recent organisational changes within the nursery were managed well, to ensure minimal disruption for children. Careful consideration to the deployment of staff means that children benefit from consistent support from their key person and familiar staff. This helps children to build strong attachments and feel safe and secure. Children are confident in the nursery. Key staff have a good understanding of children's individual needs and routines which ensures these are met consistently. For example, familiar staff settle babies down for a rest, making sure they are comfortable and relaxed. This supports their emotional well-being. Older children are encouraged to be increasingly independent. They serve their own lunch and pour their own drinks with confidence. Good storage of resources in low level drawers and clearly labelled boxes means that children are able to make choices in what they want to do.

The nursery environment is bright and welcoming for children to enter into. Despite having only been using this section of the nursery for a few weeks, staff have worked hard to display examples of children's work and provide named pegs and drawers for children's belongings. This gives children a strong sense of belonging and pride in their own achievements. Space is organised thoughtfully to ensure children's all-round development is supported well. In the baby/toddler room, there is an area separated by low level dividers that is specifically for non-mobile babies when needed. This helps to keep them safe, whilst also enabling them to see what the older children are doing and feel part of the group. The outdoor area is easily accessible from both playrooms, enabling children to mix together and enjoy a wide range of experiences outdoors as well as inside.

Older children learn about boundaries and expectations of their behaviour through discussions with staff. They are actively involved in helping to create the 'Golden Rules', enabling them to take some responsibility for deciding what is acceptable behaviour. This helps them to learn how their behaviour makes others feel, and to adapt their behaviour accordingly. Staff are consistent in their expectations and offer children lots of praise and encouragement for behaving well. This supports children to form good relationships with others as they learn to take turns and play well together. Some boundaries help children learn about keeping safe. For example, children take care when using tools such as scissors. However, children are not always encouraged to be involved in considering risks within the nursery to promote their awareness of personal safety. For example, since moving into the new areas of the nursery, children have not taken part in practising the emergency evacuation procedures, to ensure they are clear about what to do should an incident occur. Staff take positive steps to support children's health. Children enjoy plenty of opportunities to play out doors in the fresh air and engage in physical activities such as riding the tricycles and scooters. Children benefit from freshly prepared meals throughout the day. Individual place mats sensitively highlight any specific dietary needs that children have, ensuring staff know these and respect them. Children talk about what is healthy as they eat their lunch, sharing with others 'Asparagus makes you strong'. This shows their increasing understanding of good diet and nutrition. Children are encouraged to follow positive routines with regards to personal hygiene to support their ongoing health.

Children enjoy opportunities to learn about different cultures and religions through their activities. In relation to their topic about Chinese New Year, children use chopsticks to eat

their noodles, helping them to value and respect diversity. Posters and resources throughout the nursery offer positive images of diversity. This encourages children to be increasingly aware and sensitive towards the needs of others.

Safety and security are high priority within the nursery. Risk assessments are completed and safety monitored throughout the day. This helps staff to quickly identify any possible hazards and take action to prevent accidents. Good use of documentation helps to support children's safety and welfare. For example, regular monitoring of accident reports helps to identify any recurring issues.

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

The well-established senior management team offer practical support to the on-site team, helping to ensure that good quality care and education is offered to all children. The nursery is still in a period of change. However, good management systems mean that staff have a clear and consistent understanding of their individual roles and responsibilities. All staff have a secure understanding of the learning and development and safeguarding requirements of the Statutory Framework for the Early Years Foundation Stage. This is due to thorough induction procedures and ongoing supervision from the dedicated manager. Staff are all fully aware of the nursery's comprehensive policies and procedures. They meet regularly as a team to discuss aspects of the provision to promote consistency in their approach. The staff team are well qualified. Management continually encourage and support them to extend and increase their skills and knowledge which benefits the children.

The nursery has good procedures in place to help them reflect on and evaluate the success of all aspects of the provision. They constantly review arrangements and implement new ideas with the aim of improving the provision for the children attending. Evaluations take into account the views of staff, parents and children, ensuring everyone's thoughts and ideas are valued and considered. All aspects of the educational programme are reviewed regularly. This helps staff to identify children's development needs and provide children with a broad range of activities and experiences that support their learning well in all areas.

Thorough procedures are followed with regards to staff recruitment and vetting. All staff undergo full checks to confirm their suitability. Ongoing supervision enables management to continually monitor their suitability. Staff have a secure understanding of the settings detailed safeguarding procedures. They are clear about their individual roles and how to react to any child protection concerns. This helps to promote children's ongoing safety and welfare.

Strong partnerships with parents, carers and others involved help staff to meet children's needs. Detailed information is provided for parents about the setting. This includes information about the Early Years Foundation Stage requirements. Daily record sheets along with discussions with key staff provide parents with a clear understanding of events

in their child's day. Links between key persons and parents are strong, ensuring ongoing information sharing to promote consistency. Staff develop professional relationships with others supporting children's needs and are pro-active in linking with other settings which children also attend. This helps all those involved work together to meet children's needs. Parents state that they are extremely happy with the service the nursery provides. They feel well informed and that they are welcome to discuss any issues with any of the nursery team. They value the regular contact through newsletters. These keep them well updated about the changes occurring within the nursery and of how they can support their child's learning at home.

### **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 action. 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

<b>Unique reference number</b>	EY453341
<b>Local authority</b>	Somerset
<b>Inspection number</b>	882722
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	41
<b>Number of children on roll</b>	70
<b>Name of provider</b>	Mama Bear's Day Nursery Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01935 433347

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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, which are usually the childminder's 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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