

Mama Bear's Day Nursery

Mama Bear's Day Nursery, Pembroke Road, Soundwell, Bristol, BS15 1XG

Inspection date	10/09/2013
Previous inspection date	16/02/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision is satisfactory

- Staff are caring and friendly, which helps children feel settled and content.
- Staff provide positive role models and support children well in learning to manage their emotions.
- Management and staff give a positive approach to making continual improvements, which effectively contributes to promoting outcomes for children.
- Play areas are well-organised to support children's care and learning needs.

It is not yet good because

- Systems of assessing and tracking children's ongoing progress are inconsistently monitored.
- Insufficient attention is given to systems for sharing information with parents about children's ongoing progress.
- There are missed opportunities to support children's listening and attention skills during some story times, such as through use of related props.
- There are limited visual aids to support children's understanding of early mathematical concepts.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children in their play and also completed a joint observation of an activity with a member of staff.
- The inspector had discussions with management, staff and children.
- The inspector sampled documentation including the operational policies and procedures and children's learning journals.
- The inspector took into account the views of parents spoken with at the visit.
- The inspector viewed the current self-evaluation plans of the nursery.

Inspector
Mary Daniel

Full Report

Information about the setting

Mama Bear's Day Nursery registered in 2009, taking over ownership of an established nursery that originally opened in 1995. The nursery is one of several privately run nurseries operating in Bristol, South Gloucestershire, Devon and Somerset. It operates from a purpose built single-storey premise situated next to the Soundwell College in South Gloucestershire. Children have use of three playrooms with integral bathrooms and changing facilities. Each playroom has direct access to a fully enclosed outside play area.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It opens each weekday from 7.30am to 7.00pm, for 51 weeks a year. There are currently 102 children on roll, all in the early years age range. The nursery provides for children who have special educational needs/and or disabilities and for whom English is an additional language. There are 13 staff who work directly with the children and a cook and a cleaner are also employed. The majority of staff hold relevant early years education and childcare qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure the system for monitoring observation and assessment of children's learning is consistent and accurately tracks their ongoing developmental progress
- improve systems of sharing information with parents on their child's development, to provide a consistently accurate approach to supporting their next stage of learning.

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

- make more use of the written number shape within planned activities, to fully support all aspects of children's developing mathematical awareness
- make more use of related props within story sessions to fully engage children's interest and support their early literacy skills.

Inspection judgements

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

Staff have a sound understanding of the learning and development requirements of the Early Years Foundation Stage framework. They recognise children's interests and involve them well in a wide range of play experiences that they enjoy. For example, staff encourage babies' involvement well through the use of brightly coloured activity and musical toys. Babies eagerly crawl towards the resources and examine them with interest. This supports their mobility well and helps them gain confidence in their play. Babies enjoy looking at an interactive book with staff. This helps them develop their listening and attention skills as they lift flaps and start to focus on the colourful pictures. Toddlers like to play with gloop, water or shaving foam. Staff actively encourage them to push their hands through the foam and they then examine their fingers. As a result, they make different patterns and marks. Pre-school children concentrate well in their drawing. They start to make recognisable shapes and lines as they draw pictures of their families. This effectively supports children's early mark making abilities. Consequently, children begin to gain the necessary interest to develop their future skills of learning.

Staff have an appropriate understanding of how young children learn through their play and planned purposeful activities. As a result, children enjoy their play and this contributes to them making steady progress overall. However, at times the agreed observation and assessment systems are not consistently completed. Staff do not routinely update children's termly summary of achievement. This means children's progress is not as good as it could be because their next steps are not clearly identified. Children are encouraged well in counting through their favourite songs and everyday incidental opportunities. Pre-school children become confident in counting and start to naturally sort and group objects. However, at times staff do not make effective use of the written number shape with children to support their understanding and existing interests in early mathematical concepts. Toddlers like to sort through the play food and make their 'dinner' on the toy cooker. Staff offer children child sized baskets to use in their game as they show interest in transferring objects. This helps younger children well in developing their imagination and actively supports their interests in play. Staff interact well with babies and get down to their level to make eye contact. They gently reinforce babies babbling and early sounds. This effectively supports babies' early socialisation and communication skills. Staff use children's favourite songs well to encourage their learning. For example, toddlers are eager to join in stretch their arms to touch their head and then lean down to find their knees and toes. Pre-school children play happily together. They sing hello to their friends in their circle time and listen generally well to stories, for example about hair. They talk about their parents using hair gel, which leads to discussion on who has curly hair. However, staff do not use related props such as mirrors or examples of people with curly or straight hair. This has an impact on how children are supported in fully engaging with the story, and at times they lose interest.

Staff follow suitable systems to complete the progress check for two-year-old children. They include parents in identifying the areas of learning that children achieve well in and where they may need support. This helps to provide a consistent approach to their early

stages of development. Parents state that staff are friendly and supportive. They share information on their child's routines, interests and development as they start at the nursery. This effectively helps staff in settling children in happily. However, some children's learning journals do not consistently reflect their existing abilities and achievements. Therefore, parents are not always fully supported in sharing information that accurately reflects their child's current progress. This has an impact on the continuity provided for children's overall development.

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

Children respond happily to the friendly, caring staff. Key workers liaise with parents and get to know their child's routines very well. This effectively supports children's care needs. For example, staff recognise when children are getting tired and settle them down easily for a nap. As a result, children wake rested and ready to play. Staff talk to children about the foods that are good for them and that will keep them healthy and fit. Children enjoy a very well-balanced menu of snacks and meals providing them with nutritious and tasty food. This supports children very well in developing their understanding of foods that will help them keep healthy. Staff encourage children to serve themselves at lunch time and they carefully spoon their food onto their plates. In addition, children pour their own drinks. Consequently, children are very well supported in developing their independence and coordination skills.

Children have continuous access to the outside play areas and benefit from fresh air and exercise. Staff help the younger, less mobile children to use the small slide. Babies smile with pleasure as they slide down onto the grass showing they enjoy this experience. Toddlers enjoy climbing and jumping on the large, brightly coloured soft play bricks. Staff hold their hands to give support and they confidently jump down onto a mat. Pre-school children are keen to play outside where they can use up their energy well in exciting play activities. For instance, staff build an obstacle course with children using large crates and tyres for them to balance and climb on. This effectively encourages children to develop an enjoyment of exercise, which helps to keep them healthy and fit. Pre-school children independently access the bathroom to use the toilet and wash their hands. Toddlers are supported well in mastering toilet training and clear procedures are followed by staff in changing babies' nappies. For example, they wear disposable gloves and apron to prevent the spread of infection. This promotes children's good health very well. Staff act as good role models for children and gently reinforce good manners with them. They seek advice on the management of children displaying consistently unwanted behaviour. Staff effectively implement agreed strategies to help children learn how to control their emotions. They talk to children about using their 'listening ears' and 'kind hands'. This actively helps children in developing positive attitudes and behaviour and they play happily together. As a result, children start to develop skills that will promote their smooth transition to school.

Children are cared for in bright, well-organised play rooms where they have space to move around freely. Babies enjoy sitting outside on blankets and exploring the exciting activity toys. Toddlers sit comfortably on child sized chairs to build a tall tower with

colourful, sturdy bricks. Pre-school children like to crawl into their covered den where they can relax on the cushions and chat quietly to their friends. Staff take resources and activities outside to create alternative exciting play areas. Consequently, children benefit from playing both inside and outside through active and quiet times. Staff organise toys and resources very well to encourage children's independent choices in their play. For example, babies can access a wide range of toys and resources stored at low-level in open fronted storage boxes. They reach for their 'babies' and like to push them around in small buggies. Pre-school children choose toys from clearly labelled drawer units. They have fun together as they push their cars up and down the ramps of a toy garage outside. This actively supports children to develop their early literacy and imaginative skills. In addition, when playing outside children like to wave to their friends and siblings they see through the garden fence. This effectively encourages their personal, social and emotional development.

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

Management and staff are aware of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage framework. Staff regularly review and share with parents the detailed policies, such as for safeguarding and risk assessments. Staff have a suitable understanding of procedures to follow should a concern arise with a child. For instance, clear procedures are in place for recording any accidents, incidents or existing injuries. Management regularly monitor how, when, why and where accidents happen. This helps them to see if any further prevention is needed to prevent any reoccurrence. Suitable risk assessments are completed on all aspects of the premises and activities provided and any identified risks are quickly addressed. For example, large internal sliding doors, which partition each play room, have been secured to prevent children trapping their fingers. In addition, storage units have been reorganised across these doors to prevent children's access. This actively promotes children's safety. Security systems, such as for the collection of children, have recently been reviewed. A buzzer system is installed at the main entrance and staff are observant of visitors arriving and leaving the nursery. Staff request that parents inform them in writing of any other carer dropping off or collecting their child. Clear procedures for recording these arrangements are in place. These include obtaining written parental agreements and use of individual passwords with parents. This actively provides reassurance to parents on how their child's care will be monitored. Correct ratios of qualified staff are maintained and deployment is effective overall. Overall, regular staff meetings and in-house training supports staff in managing children's behaviour, supervising children's safety and liaising with parents.

The process for recruiting and employing staff is well-organised and includes the completion of relevant checks and references to assess their ongoing suitability. Management continue this process through a programme of ongoing supervision and appraisal for all staff. Overall, this promotes continual development for staff but some areas, such as the assessment of children's achievements is not fully embedded in staff's practice and full information is not always available for parents on their child's current development. Therefore, there is still some impact on how children are effectively

supported in making consistent progress across each area of learning. Staff keep parents well-informed of the current themes and activities offered to their child and management send them regular informative newsletters. Staff liaise with parents on any specific medical or dietary requirements that their child has and these needs are met well. For example, a dedicated cook is employed who caters for all children's religious and cultural dietary needs. This effectively promotes continuity in children's care. Staff have formed positive partnerships with some other settings children attend. For instance, children regularly visit a local primary school to share in their events and activities. Staff visit children in their other settings and discuss their development with their key workers. This helps to provide a consistent approach to children's learning in whichever setting they attend.

Management and staff are keen to make continual improvements to promote outcomes for children. Staff and management meet regularly to share ideas and identify where practice works well and which areas need further development. Management form purposeful action plans and generally monitor these well. The recommendations from the last inspection have been addressed. For example, outside fire exits are kept clear to provide immediate access in any emergency situation. In addition, children's individual ethnic, cultural and religious needs are well-reflected through activities and resources. Key words in different languages are displayed around the premises and activities relating to a range of festivals are planned to support an inclusive environment.

The Childcare Register

The requirements for the compulsory 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

Unique reference number	EY396046
Local authority	South Gloucestershire
Inspection number	931025
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	73
Number of children on roll	102
Name of provider	Mama Bear's Day Nursery Ltd
Date of previous inspection	16/02/2010
Telephone number	01179560657

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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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