

Mama Bear's Day Nursery

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

Inspection date	13/11/2013
Previous inspection date	12/11/2012

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		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

- Leadership and management carry out robust monitoring and evaluation of practice. This ensures that ongoing improvements are made that benefit the children.
- Staff show keen enthusiasm for training and demonstrate a commitment to ongoing professional development, which improves the quality of teaching.
- Staff provide effective support to children's care and learning, so children make good progress from their developmental starting points.
- Staff have strong partnerships with parents, which effectively promotes continuity of care and learning for children.

It is not yet outstanding because

- Although staff meet ratio requirements, they do not always make best use of space and staff available, to enhance the care of children aged two years.
- Staff have made good improvements to the outdoor play areas for older children, however, the baby area is less inspiring.

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 inspectors observed children in their indoor and outdoor activities.
- The inspectors had discussions with managers, staff and parents.
- The inspectors sampled children's records of development and specific policies and procedures.
- A joint observation took place with the manager.
- The inspectors checked the safety and supervision of children.

Inspector

Julie Wright / Heather Morgan

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 ramped 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 aged under 8 years. There are currently 158 children on roll, all of who are in the early years age group. The nursery supports children with special educational needs and/or disabilities and children who learn English is an additional language. There are 31 staff who work with the children. One of the manager's holds Early Years Professional Status, 26 of the staff are qualified to level 3 and 2. A cook, meal-time assistant and administrator are also employed. The nursery receives funding to provide free early education places for children aged two-, three- and four-years-old.

What the setting needs to do to improve further

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

- improve the use of available space and deployment of staff with regard to the care of children aged between two and three years, to provide consistently effective learning opportunities

- improve the variety of resources in the babies' outdoor play area, to provide a more interesting and attractive environment for babies to explore.

Inspection judgements

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

Observation, assessment and planning procedures are consistently effective throughout the nursery. Consequently, a clear picture of each child's development is evident. Staff and parents work very well together to identify children's next steps and support learning. Parents have the opportunity to contribute to planning with the use of monthly feedback sheets. They can indicate what they are working on at home with their child, so that staff

can complement and reinforce learning. For example, parents note new sounds that babies make and ask staff to use particular words, to promote consistency. Staff maintain concise tracking records, to clarify exactly what children can do. They complete regular summative assessments, including the required progress check for children aged two years. As a result, staff promptly identify any aspects of children's development that require further support. Staff accurately focus their teaching on the prime areas of learning for younger children. They extend activities to promote the other areas when children are ready. Staff interact well with the children to promote and support learning. They demonstrate a good understanding of how children learn and what they want children to achieve. For example, staff have conversations with children in activities about how things look, feel and smell. Staff teach children to use mathematical language to compare size, quantity and to understand numbers. Children make independent choices as they freely explore and discover a wide variety of activities. There are many sensory play opportunities for all children. For instance, older children find a tray of coffee granules and a pot of tea bags. They notice different textures and smells as they investigate the resources. Babies and toddlers show interest as they dab their fingers in foam, paint, water and sand. They like to sit with staff in the cosy sensory den area, where babies show fascination at the twinkling lights.

There is a broad range of adult-led and child-initiated play opportunities. This means that children have time to play independently and to join more structured activities. Staff prepare children well for school because they effectively promote all areas of children's learning and development. They liaise closely with school staff so that children experience a successful transition. Children develop confidence, competence and learn to express their needs well. Staff engage well with children to promote communication and language development. For example, they use Makaton signs with babies to support non-verbal communication. Staff organise singing sessions and also sing spontaneously, to attract the attention of babies. Circle time for older children has an effective focus on specific learning objectives. Staff encourage children to join in with phonic rhymes. Then children eagerly think of words beginning with the letter sound of the week. Children really enjoy listening to stories and join in with enthusiasm. For example, they make corresponding animal noises in appropriate places. Staff prompt children to repeat the story in their own words, to help them remember sequence. Staff in the group for two-year-olds engage children in a wide variety of activities. Children select toys and choose activities as they move around. For example, a group of children sit at the dough table to make imprints and shapes. Staff sing an impromptu nursery rhyme 'Twinkle, twinkle' when children select the star-shaped cutter. Most activities are age-appropriate and provide suitable challenges to children. However, staff do not always organise this group of children efficiently, to ensure consistently beneficial activities. For example, some of the younger children cannot concentrate for as long as others during a story. Staff take small groups of children to play in another room, which provides a calm environment. This enables children to focus, listen and concentrate well as they play. Children enjoy the additional activities, although use of the room is sometimes ad-hoc. Staff promote inclusion effectively, so children learn to value and have respect for others. Children take part in various events and celebrations during the year. For example, they confidently and enthusiastically practise singing songs for their nativity. Staff readily involve parents in children's activities and are keen to acknowledge cultural backgrounds. Consequently, they provide interesting opportunities

for children to learn about different foods, celebrations and scripts.

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

Staff nurture babies and are attentive to their individual needs. They gently soothe and cuddle them, so babies feel safe and secure. Babies are comfortable and content because staff follow babies personal routines. Staff make a note of babies sleep times and keep parents well informed of daily activities. Staff are promptly alerted to waking babies and quickly respond with reassurance. Babies smile and babble happily in response to staff, which shows that they benefit from consistent key persons as carers. They form secure attachments and show interest in their surroundings. Babies become familiar with other areas of the nursery, for example, staff take them to play in another group room. This effectively promotes security and confidence, which is particularly important when it is time for babies to move to the next group. Indoor play areas are well equipped and provide a wide range of resources for babies to discover and explore. There is a safely enclosed outdoor area for babies, although this is less stimulating. Staff are appropriately deployed to maintain ratios and support children. Organisation of children in the two-year-old age group is mostly good. However, there are times when the room is very busy and noisy. On occasion this distracts some children in their activities. There is some inconsistency in attention to children at lunchtime, when several staff do chores at the same time. Staff have good awareness of children's individual dietary requirements. They provide healthy meals and snacks for children and display menus for parents' information. Older children learn how things grow, for instance, when they plant and pick strawberries in the garden.

All children benefit from outdoor play on a daily basis. Older children have constant access to the outside area, which provides stimulating activities. Children run around with great excitement and enthusiasm. They particularly enjoy imaginary games with staff. For example, they take turns to run away from or chase 'monsters'. Staff teach children how to negotiate, cooperate and play well together. As a result, they behave well. For instance, children use water and brushes to 'paint' a kitchen unit. They bring water from a bucket and work out when they have sufficient. Other children declare that they are 'making spells' as they wave their brushes around, which shows their creativity. Children enjoy the construction area, where they use a variety of tools and equipment. Staff teach children to be careful, so children develop competence and understand how to use things. For example, children hang onto a monkey bar and expertly swing themselves over it. From an early age, children learn to negotiate space well and begin to understand risks. As an example, staff encourage the youngest children to walk carefully up and down the ramps. Staff organise interesting activities, such as visits from the fire and police services, to teach children about safety. Staff, children and parents have great fun as they take part in fundraising events. They share information about their experiences, such as holidays abroad, so children become aware of different people and places. Children develop positive attitudes and show a keen sense of belonging in the nursery.

The effectiveness of the leadership and management of the early years

provision

This inspection took place because the provider notified Ofsted of a significant event, in accordance with the welfare requirements. The provider also contacted relevant persons in line with Local Safeguarding Children Board procedures. In response to concerns raised, management undertook a full and rigorous investigation. A thorough review of risk assessments and supervision of children was undertaken. Staff found no evidence to indicate that children's safety had been compromised in any way. They demonstrate a good knowledge of the Statutory Framework for the Early Years Foundation Stage requirements, which are securely met. Vetting and recruitment procedures are robust, to check that persons who apply to work with children are suitable. Managers implement highly effective induction and appraisal systems, to monitor ongoing suitability of staff. For example, they make sure that new staff develop a secure understanding of their roles and responsibilities. Staff take an active part in evaluating their own practice and effectiveness. They benefit from a comprehensive training programme, which supports continuous development. Managers assess the effectiveness of training to monitor staff learning and understanding. For instance, they ask staff questions about different policies and procedures. Staff complete relevant child protection training and have a good knowledge of the procedures to safeguard children's welfare.

Staff maintain secure premises and are conscientious in their supervision of children. They keep a careful record of persons on the premises and vigilantly check sleeping children. For example, staff use a timer to signal ten minute checks and there is a close circuit television camera, so they can constantly monitor the cot room. Staff take effective measures to prevent the risk of incidents and accidents. For example, they check the garden thoroughly each morning before children play out. They reflect on possible hazards in the playroom and then remove them, to keep children safe. Records and documentation are in efficient order, which demonstrates effective organisation. These include clearly detailed attendance records and children's registration details. Staff keep comprehensive records of concerns and referrals for additional support. They establish strong links with other agencies and providers, to support children's individual needs effectively. Parents are highly complementary about the nursery provision. They commend the care of the staff and confirm that communication is very good. Parents say that children are 'happy and excited' to go to nursery. They are pleased with their children's good progress, such as 'in their vocabulary and counting skills'.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	941403
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	158
Name of provider	Mama Bear's Day Nursery Ltd
Date of previous inspection	12/11/2012
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, 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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