

Mama Bear's Day Nursery

261 Crews Hole Road, BRISTOL, BS5 8BE

Inspection date	14/04/2014
Previous inspection date	17/09/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Staff provide good support for children's key areas of development, which prepares children really well for their next stage of learning and school.
- The good key-person system provides children with an adult who understands their uniqueness and promotes their well-being very effectively.
- Staff make precise assessments of children's development and using their exchange of extensive information with parents and other professionals, meet children's learning needs well.
- The strong management team have highly effective systems of self-evaluation and staff development, which enables them to strive for high quality outcomes for children.

It is not yet outstanding because

- Staff sometimes provide too many resources in the outdoor area for the two-year-olds, so children cannot always play and explore without interruption.

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 checked safeguarding information and the premises.
- The inspector observed children in all rooms and outdoor areas.
- The inspector held a meeting with the regional manager and nursery manager, and carried out a joint observation with the nursery manager.
- The inspector talked to staff, parents and children and took account of the nurseries own self-evaluation systems.
- The inspector sampled documentation, including policies and procedures, planning and children's development records.

Inspector

Elaine Douglas

Full report

Information about the setting

Mama Bear's Day Nursery is one of 17 family run nurseries and registered in 2013. It operates from a two-storey building in St. George, Bristol. Babies use the first floor and can also use three playrooms and a sleep room. Children over two years use the ground floor, which staff divide into two play areas for the two-year-olds and pre-school children. They have shared toilet facilities and an additional smaller room for small group activities or sleeping. Each age group has their own enclosed outdoor play area. The nursery is open each weekday from 7.30am to 6pm, or until 7pm on request, for 51 weeks of the year, closing between Christmas and New Year, and all bank holidays. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. Currently, there are 74 children on roll in the early years age range. The nursery supports children with special educational needs and/or disabilities as well as children who are learning English as an additional language. The nursery receives funding to provide free early education for children aged two, three and four years. The owners employ a nursery manager who holds an early years qualification at level 3. There are 22 members of staff, of whom one holds Qualified Teacher Status and another has a degree in early years education. There are 14 members of staff who hold an early years qualification at level 3 and two hold a level 2. Four members of staff are working towards an early years qualification at level 3 and one is working towards a foundation degree. Staff are supported by a regional manager and head office staff.

What the setting needs to do to improve further

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

- improve the organisation of the outdoor area for the two-year-olds, to provide greater space for children to explore and use the learning environment uninterrupted.

Inspection judgements

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

Staff have a good understanding of the learning and development requirements. They seek extensive information on children's starting points and then make regular good observations of children's development. As a result, they identify children's next stages of learning accurately and plan exciting activities to challenge them further. Staff share their summative assessments of children's achievements with the children's parents on a regular bases. This enables them to work together well so parents can actively support learning at home. Consequently, all children make good progress in their learning and development.

Staff provide good support for children's key areas of learning. This prepares them really well for their next stage of learning and provides a firm foundation in readiness for starting school. Staff notice what interests children and engage them in conversations. For example, an aeroplane in the sky excites the two-year-olds. Staff ask the children where they think the aeroplane might be going, which leads to a discussion about holidays. Staff respond well to babies' vocalisations, role modelling language and turn taking in conversation. They use props, objects and demonstration with words to give real context to their meaning. Staff extend older children's vocabulary by introducing new words and checking children's understanding, such as 'curtsying' and 'patchwork'. Staff gain children's attention and ensure they are listening before giving them instructions. Staff encourage children to make decisions. For example, they use pictures for non-verbal children to choose songs to sing. Children over two years welcome each other using songs and staff include children's first or additional languages. This inclusive practice means children are confident to respond in a group and gain a sense of value. Children are active learners, gaining skills through first-hand experiences, such as understanding cause and effect. For example, toddlers kick a ball and run to retrieve it, while pre-school children notice a windmill turning around and compare this to how the wind is blowing. Staff encourage children to be independent, such as supporting older children in serving themselves their meals and helping them to use a knife to cut their food.

Children of all ages develop a love of books. Staff draw young children's attention to the pictures and encourage older children to ask and answer questions, predict what may happen next and discuss the characters. Staff support children well in working out what a word might be through the sounds of the first letters. Staff promote children's mathematical development throughout their play and daily routines. For example, two-year-olds count how many pieces of snack they can have and pre-school children count how many children will have lunch. Staff encourage them to make predictions and then to find out if they are correct. Staff plan for the eldest children to take part in more adult-led activities to prepare them for school. For example, they each have a turn at matching pictures of baby animals with the adult version. Staff encourage them to notice similarities and differences and to use the correct names, so children say a baby horse is called a foal, for example. Children listen to instructions, understand the consequences of their actions and learn to work as a team. In addition, staff use role-play for children to use their school uniform and learn to manage their packed lunch, so that children have the skills they need to be independent when they move on to school.

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

Children develop a strong sense of belonging and well-being because staff seek good information on their individual needs and provide a welcoming environment that represents their backgrounds. The effective key-person system means that children have an adult who knows them really well and takes care of their personal needs. As a result, babies sleep, eat and have their nappy changed according to their individual needs. Children gradually visit the room they will move up to so that they can build a bond with their new key person. This supports them really well emotionally and prepares them in gaining confidence to move on to school. All children have good opportunities to be

energetic and to rest at appropriate times. Staff provide good role models so that children learn appropriate social skills and display good manners.

Children experience a wide range of resources covering all areas of their development, both indoors and outside. Staff give children good opportunities to explore resources after they use them in an adult-led activity, this gives children time to re-visit their learning and extend their own ideas. Staff label boxes with words and pictures so that children can make independent choices. However, staff do not organise the outdoor environment for the two-year-olds as effectively. They sometimes have too many resources, which impacts on the space children have to move around freely. For example, children take tricycles into the area for soft play and they sometimes ride over the train track others are trying to build. This sometimes interrupts children's learning.

Children develop a good understanding of safe practices. Staff use consistent, appropriate behaviour management strategies, so children understand expectations. Staff remind children of the 'Golden Rules', so children use their 'kind hands' or 'indoor voices' for example. Children know to be aware of others when jumping off the soft play equipment and babies practise their newly acquired walking skills under the close supervision of staff. Staff support more able children in understanding that their actions have consequences and staff use good props and visual aids to support children's awareness of other people's feelings. As a result, children learn to behave well

Children learn good self-help skills and a strong awareness of healthy practices. Staff help them to learn to blow their nose and children know to wash their hands before eating. Children help themselves to their individual bottles of water and enjoy the fresh cooked meals and healthy snacks. Staff ensure a bowl full of fruit and fresh drinking water are available in each room. Children take part in a wide range of cooking activities, which teach them about hygiene practices as well as healthy eating. Children of all ages, including babies have good opportunities to be outdoors and develop an awareness of the importance of fresh air and exercise.

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

The inspection took place following notification from the provider that a member of staff did not use appropriate behaviour management strategies, causing a child to bite their lip. The inspection found that the provider took all appropriate action to safeguard children and meet the requirements of the Early Years Foundation Stage. The management team have reinforced staff's understanding of the procedures for managing children's behaviour appropriate to children's understanding and stages of development. As a result, all staff now use appropriate strategies and consistently manage children's behaviour well. Staff supervise children effectively in all areas and notice incidental hazards, such as children's shoelaces coming undone and take appropriate action to minimise risks. Staff use colour-coded placemats so that all adults can easily see when a child has an allergy or dietary requirement. Staff undergo rigorous recruitment and induction programmes. This is to ensure they can implement the extensive policies and procedures to safeguard and protect

children's welfare. Staff carry out good risk assessments and have clear procedures to keep children safe while promoting their independence, such as escorting toddlers down stairs.

The management team constantly evaluate their practice, involving staff, parents and children to ensure they meet the needs of their users. For example, they have sought parents and children's ideas on the new plans to redesign the gardens. As a result, they intend to include a bear cave, as the children love going on a bear hunt. The owners and regional manager review all recommendations made at any of their nurseries' inspections and ensure that they all reflect on their practice. Since the nursery's last inspection, they have changed their nappy changing station and ensure that staff provide good interaction so that young babies feel secure. The Penn Green project has inspired managers to introduce video analysis for the purpose of staff development through observation and reflection. This is to provide high quality outcomes for children.

The staff's partnerships with others involved in children's care are very strong and has a positive impact on children. Staff invite parents to regular meetings and ensure that they speak to any who are unable to attend. They seek extensive information from all adults and use it extremely well to meet the individual needs of each child. Parents contribute to their children's development files and they work closely together to provide a consistent approach to supporting children's learning and well-being. Parents' feedback is very positive, particularly with regard to their child's confidence and social skills. Parents state that they find the management very approachable and that staff know their child as an individual. Staff actively involve parents in their children's care and learning, in order to enrich children's experiences at the nursery. The manager has very effective systems to monitor children's development including providing parents with a written progress check for two-year-old children. This enables her to quickly identify any gaps, seek any appropriate support and ensure every child can reach their potential.

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	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	EY459721
Local authority	Bristol City
Inspection number	960124
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	69
Number of children on roll	94
Name of provider	Mama Bear's Day Nursery Ltd
Date of previous inspection	17/09/2013
Telephone number	01179414484

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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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