

# Mama Bear's Day Nursery

The Bush, Wells Road, Bristol, BS4 2BA



**Inspection date** 10 January 2017  
Previous inspection date 28 May 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- Staff in the baby and toddler rooms fail to identify potential safety hazards and poor deployment of staff affects the supervision of children. This compromises children's welfare and safety and is also a breach of the Childcare Register requirements.
- The key-person system is ineffective in the baby and toddler groups. Babies' and toddlers' individual needs are not met. Staff do not understand children's individual emotional needs and children are often upset and unsettled.
- The management team fails to monitor staff practice across the nursery and evaluate the provision effectively. They are unaware of the significant weaknesses in the provision for the younger children. Staff do not all receive the support they need to improve their practice and this has a negative impact on children's experiences.
- Babies and toddlers do not receive adequate support to aid their learning and development. Activities provided for these groups of children are not planned effectively to build on what they know and can do. Outcomes for the younger children are poor.

### It has the following strengths

- Staff and managers provide children in the pre-school room with good learning experiences and care which is carefully tailored to meet their needs.
- Hygiene practice is generally good.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ carry out rigorous risk assessments and take effective action to minimise safety hazards and maintain a safe play environment</li> </ul>	20/01/2017
<ul style="list-style-type: none"> <li>■ implement an effective key-person system in the baby and toddler rooms to ensure that every child's needs, especially their emotional needs, are met well to help them to settle and feel secure</li> </ul>	20/01/2017
<ul style="list-style-type: none"> <li>■ ensure staff are always well deployed so that they can supervise children adequately, easily support each other and respond to children's needs in a timely manner</li> </ul>	20/01/2017
<ul style="list-style-type: none"> <li>■ monitor staff performance effectively to identify weaknesses in practice and provide the support staff need to raise the quality of their teaching, to improve outcomes for children particularly in the baby and toddler rooms</li> </ul>	28/02/2017
<ul style="list-style-type: none"> <li>■ plan and provide activities that are tailored to meet the individual needs of each child and provide the support they need to help them make good progress in their learning and development.</li> </ul>	31/01/2017

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

- use self-evaluation effectively to identify the strengths and weaknesses in the provision and take relevant action to improve outcomes for children.

## **Inspection activities**

- The inspector observed the activities available and staff's interactions with children across the setting.
- The inspector spoke with children and parents and took their views into account.
- The inspector conducted a joint observation with the area manager.
- The inspector looked at documentation including children's learning journals and the safeguarding policy.
- The inspector conducted a leadership and management meeting with the manager and area manager.

### **Inspector**

Angela Cogan

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. Staff do not make accurate risk assessments and are poorly deployed; this puts children's safety at risk. For example, during the inspection a child fell from a chair that was too big for them, toddlers tripped over their comfort blankets and wandered around with their shoelaces untied, and a child got their arm stuck in a toy basket. Such incidents went unnoticed by staff. Managers and staff understand local safeguarding children board procedures. The manager has completed a detailed self-evaluation of the pre-school provision but not the provision for babies and toddlers. The significant weaknesses in the quality of care and learning for the younger children have a negative impact on their experiences and safety. The manager carries out regular supervision meetings and appraisals of her staff. She identified training which has had a positive impact on children's learning experiences in the pre-school room but has failed to monitor outcomes for children in the baby and toddler rooms. Staff in the pre-school room work well with parents and other professionals to ensure children, including children learning English as an additional language, receive the support they need.

### Quality of teaching, learning and assessment is inadequate

The quality of interactions and staff's ability to plan activities in the baby and toddler room does not support children to make adequate progress in their learning. Staff make regular observations and assessments of children's achievements. Staff in the pre-school group use what they learn about children's abilities to plan activities that build on what children know and can do, but staff in the other groups do not. For example, pre-school children like to investigate. As they play with water in the garden, staff help them predict what will happen when they suck up water using turkey basters. They learn to write and are encouraged to recognise the letters in their name and letter sounds. Babies and toddlers are not engaged in purposeful play activities.

### Personal development, behaviour and welfare are inadequate

Not all areas of the nursery are safe and stimulating learning environments. Babies and toddlers are often bored. Overall children behave well but staff are not in tune with younger children's emotional needs. Key persons do not work effectively with parents of younger children and children remain unsettled and become distressed. For example, children cry to go home and staff are unsure of the best way to help children feel better.

### Outcomes for children are inadequate

Babies and toddlers do not have positive play experiences. They are often unhappy and learning that takes place for younger children is mostly incidental. Older children develop their independence; for example, they serve themselves at lunch time. They help to take responsibility for clearing up and develop positive skills to prepare them for school.

## Setting details

<b>Unique reference number</b>	EY471520
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	1069918
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	79
<b>Number of children on roll</b>	114
<b>Name of registered person</b>	Mama Bear's Day Nursery Ltd
<b>Registered person unique reference number</b>	RP901325
<b>Date of previous inspection</b>	28 May 2014
<b>Telephone number</b>	0117 9803596

Mama Bear's Day Nursery registered in 2013. It is one of a group of 19 nurseries in the South West of England. The nursery is in the Totterdown area of Bristol. The nursery operates weekdays from 7.30am to 7pm for 50 weeks of the year. The owners currently employ a manager and 19 members of staff, two of whom have qualified teacher status. There are 17 members of staff who hold qualifications at level 2 and above

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