

# Mama Bear's Day Nursery (Baby & Toddler Unit)

Unit 6 Baileys Court, Webbs Wood Road, Bradley Stoke Bristol, BS32 8EJ



## Inspection date

25 September 2017

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Managers and staff have a good understanding of how children learn. They provide a wide range of stimulating and exciting learning opportunities. All children make good progress from their initial starting points.
- Managers and staff are good role models. They teach children to use good manners and to treat one another with respect. Children behave well. They know to listen to each other's views, share and to be kind.
- Partnerships with parents are good. Parents receive regular information about their children's learning and how this could be supported at home. Parents speak highly of the manager and staff. They appreciate the care and learning their children receive.
- Leadership is strong. Managers and staff evaluate all aspects of the setting, and identify clear strengths and areas for improvement. They have maintained good teaching and outcomes for all children.

### It is not yet outstanding because:

- On occasion, some staff are too keen to provide answers to questions that they ask, before giving children the opportunity to think and find solutions for themselves.
- At times, some daily routines, such as tidy-up time and mealtimes, are not managed as well as others. Children become restless while they wait to engage in meaningful learning experiences.

## What the setting needs to do to improve further

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

- support staff to recognise when to give children more time to express their knowledge, think through ideas and respond to questions asked
- review the organisation of some aspects of the day so that all children stay focused and engaged in their learning.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation, including attendance and accident records; staff suitability checks; the self-assessment information; children's observation, assessment and planning records; and documentation linked to managing children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection, and held meetings with managers and the head-office team.
- The inspector completed a joint observation with the manager.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.

### Inspector

Julie Swann

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers and staff keep abreast of changes in safeguarding legislation. They have a good understanding of the procedures to follow if they have any concerns about a child's welfare. Managers follow rigorous recruitment and induction procedures, to ensure all staff remain suitable for their role. Managers monitor and track the progress of all children. Any gaps in learning are quickly identified, and interventions put in place. Managers work alongside staff regularly to support children's good outcomes. They monitor the quality of teaching and provide supervisory sessions, team meetings and coaching to help staff develop their practice. Managers and staff are qualified and experienced. They undertake regular training to help gain new skills. For example, through targeted training, staff have enhanced their understanding of how to support children's early interests in songs and rhymes. Managers have established links with a wide range of professionals, to help support consistency in children's care.

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

Staff observe and assess children's development regularly. They use this information to plan for each child's next steps in learning. Overall, staff support children's communication and language skills well. For example, they encourage babies to babble and develop speech sounds, and they model new words to toddlers, such as 'squidgy' and 'squeeze'. Staff encourage all children to be imaginative in their play. For example, toddlers rock their dolls to sleep and make pretend cups of tea. Babies squeal with delight as they push different buttons to activate colourful lights and create sounds. Staff extend all children's creative skills well. For instance, toddlers enjoy the sensory experience of paint. They experiment with colours and textures, and mould dough into shapes. Staff support children's early reading skills well. For example, babies develop an interest in books and toddlers enjoy listening to, and joining in with, storytelling sessions.

### Personal development, behaviour and welfare are good

Staff build children's self-esteem and confidence and take great care to understand the emotional needs of each child. Staff help children understand good levels of hygiene. For example, they encourage them to take responsibility for their own care needs, relevant to their age. Children have daily fresh air and exercise. They access a safe and well-resourced outdoor area. Furthermore, staff supervise children well and take measures to minimise risks to children's safety. Children learn to value the beliefs of others. They learn about cultural and religious festivals with staff, such as Diwali, Eid and Hanukah.

### Outcomes for children are good

All children are making good progress in readiness for their future learning and the move on to school. They are independent, confident and demonstrate their enjoyment to learn. Toddlers develop their early mathematical skills well. They enjoy counting, matching objects and putting items in order of size. Babies make marks with pencils and paint letters using wet sand.

## Setting details

<b>Unique reference number</b>	EY493779
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	1026522
<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 - 2
<b>Total number of places</b>	30
<b>Number of children on roll</b>	25
<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>	Not applicable
<b>Telephone number</b>	0117 979 4190

Mama Bear's Day Nursery (Baby & Toddler Unit) registered in 2015 and is located in Bradley Stoke, Bristol. The nursery takes children from birth until they are three years of age. It opens Mondays to Fridays from 7am to 7pm, all year round, except for bank holidays. There are five members of staff who work directly with the children, all of whom have appropriate childcare qualifications between level 2 and level 3. The nursery provides funded early education for two-year-old children.

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