

Mama Bear's Day Nursery

112-116 Grove Leaze, Shirehampton, Bristol BS11 9QU



Inspection date	27 August 2019
Previous inspection date	5 August 2015

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

- Staff are very patient and provide responsive additional support when children are struggling to understand expectations. Children behave well. Younger children learn to take turns and manage their emotions. This includes those who require particularly perceptive intervention and additional support. Older children play cooperatively, enjoy the company of others and show thoughtful behaviour.
- Staff are kind, friendly and attentive to children's needs. They take the time to get to know children and spend good-quality time supporting them in their activities. Children enjoy their time at the nursery, they grow in confidence and their well-being is supported effectively.
- Staff are enthusiastic and promote learning by following children's interests. They use detailed observations of the children to identify the next steps in their learning and plan effectively to enable children to make good progress.
- The manager uses strong processes, led by the parent company and the support of regional managers, to evaluate practice effectively. She involves staff and gains the views of parents, analysing these closely to help her outline areas for improvement.
- Partnerships with parents are good. Staff build up a two-way flow of information with parents, to find out about children's achievements at home and help support a consistent approach for children. Parents comment positively on the staff's communication. They say the daily chats and regular updates and assessments of children's learning keep them well informed.
- At times, staff in the baby room do not flexibly adapt their support and the resources available to extend younger children's involvement and learning as much as possible.
- Staff working with the pre-school age group do not always plan effectively for group activities, to encourage those reluctant to speak or who lack confidence in a group to communicate more.

What the setting needs to do to improve further

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

- extend the support and adaptation of resources as younger children play, to fully extend their involvement and learning
- strengthen the support for older children who are reluctant to speak or who lack confidence in a group, to encourage them to communicate more.

Inspection activities

- The inspector observed activities in the main playrooms and the outside learning environment, and conducted a joint observation with the manager.
- The inspector held a meeting with the manager, operations manager and regional manager of the provision. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day and by reading a number of comments on messages and questionnaires given to the manager.

Inspector

Rachel Howell

Inspection findings

Effectiveness of leadership and management is good

Staff are supported to develop their knowledge. They undertake early years qualifications and gain skills relevant to their role, such as helping support children with additional learning needs. The manager scrutinises children's progress and the effectiveness of the provision to ensure the nursery meets the changing requirements of the children that attend. She links closely with a range of professionals and agencies to help support children with a complex and diverse range of needs effectively. Safeguarding is effective. The manager and staff implement robust procedures and risk assessments efficiently to ensure children receive very good care and are kept safe.

Quality of teaching, learning and assessment is good

Staff get down to the babies' and children's level and, overall, extend their exploration and develop their skills well. For instance, babies excitedly explore water activities and try to copy the sounds staff make, such as 'splash' and 'pop'. Staff ask probing questions to encourage children's language and thinking. Older children knowledgeably recognise different ingredients and follow simple recipe cards during cooking activities. They count items, such as cups of flour, and estimate correctly. Older children's interests are well supported. For example, staff offer resources to help develop children's play focused on dinosaurs, threading this through many activities and inspiring their interests very well. Children create chalk drawings and pictures, make masks and act out movements appropriately as they play imaginatively.

Personal development, behaviour and welfare are good

Staff involve babies and children in the routines of the nursery and teach them to take pride in doing things for themselves. Staff support children's understanding and skills effectively. For example, babies learn hygiene practices, eagerly wash their hands, choose items to eat and help tidy away the toys. Older children serve themselves meals and help to clear things away when they have finished. Staff set up the all-weather playgrounds and designated areas indoors effectively. Babies and children are inspired to be active and become increasingly skilful. For instance, older children negotiate chalk-drawn paths on scooters very effectively. Babies and younger children eagerly crawl through tunnels, and climb and whizz down small slides. Staff are nearby to offer a helping hand, useful techniques and remind children of safe practices.

Outcomes for children are good

Children's language and literacy skills develop well. This includes children who speak English as an additional language. Babies and younger children have good understanding and develop their speech well. They enjoy looking through books with staff, turning flaps, learning the names of animals and excitedly make noises for the animals they find. Older children take turns in conversation with staff, and learn to use books and other printed materials as a source of information, for example to look up different dinosaurs. Babies and children persist with tasks and learn positive attitudes and dispositions towards learning. Children are well prepared for their next stages of learning and their move on to school. This includes two-year-olds in receipt of funding and those for whom the setting receives additional funding.

Setting details

Unique reference number	EY272469
Local authority	Bristol City of
Inspection number	10061777
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	68
Number of children on roll	44
Name of registered person	Mama Bear's Day Nursery Ltd
Registered person unique reference number	RP901325
Date of previous inspection	5 August 2015
Telephone number	0117 9823345

Mama Bear's Day Nursery registered in 2004. The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications, ranging from level 3 to level 6. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

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