

Inspection of Mommabears Day Nursery and Preschool Ltd

Welcome Change Community Centre, Ownall Road, Shard End, Birmingham B34
7AJ

Inspection date: 24 June 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The experiences for children who attend the nursery are variable. Not all children access appropriate learning opportunities to help them make good progress. At times, the high volume of noise means that children are unable to engage in their chosen activity. For example, children who are trying to sit quietly and listen to a story become distracted by a lively activity which is taking place right next to them. As a result, some children become bored and disinterested. This leads to inappropriate behaviour which goes unnoticed.

That said, some activities do hold children's attention and interest. Younger children and babies enjoy activities that take place in a calm and inviting environment. They are happy, settled and engage in their learning. Younger children talk about the spider's webs, hills and logs that they have seen on their walk and about the bugs and creatures who live in them. They respond positively to questions and staff listen and are interested in what children say. Babies look at books and point to familiar animals. They repeat the sounds that the animals make and excitedly sway and move their bodies in time to familiar songs.

What does the early years setting do well and what does it need to do better?

- The senior management team have high expectations for what they want children to achieve. However, this is not always demonstrated in practice. The quality of teaching in some areas is variable and children's experiences are not consistent throughout the nursery. Senior managers have begun to put in place strategies that will enable them to monitor the quality of staff practice and provide the support and training that staff need. However, this is very much in its infancy and has not had time to become embedded in practice, in order for planned changes to be effective
- Some staff working with the older children are not aware of the learning intention for activities and cannot demonstrate what they want children to learn. They do not provide appropriate resources to enable children to gain valuable learning experiences. For example, children who are taking part in an activity to learn how to mix colours are only given one colour of paint. Staff do not always invite children who are standing and looking at an activity to join in.
- Two-year old children thoroughly enjoy taking part in a mark-making activity. They laugh with delight as they cover themselves and staff with flour. They copy the letters that staff draw for them and begin to recognise that d is for daddy and c is for cat. However, when staff at the activity change there is a noticeable difference. Staff who join the activity do not interact positively with the children. Learning is not extended, and children quickly lose interest and wander away.
- Children who have special educational needs and/or disabilities (SEND) receive extremely good support and this is a real strength of the nursery. The special

educational needs coordinator is knowledgeable and experienced. She works closely with staff to monitor children and implements strategies, such as special boxes, to provide children with SEND with familiarity and security. Staff work closely with other professionals and parents to ensure children receive any additional support they need.

- At times, the premises are not utilised or organised effectively. At the start of the day there are high numbers of staff and children in one room. Consequently, noise levels are high and the room becomes chaotic. Children become disengaged and wander about aimlessly. Staff do not recognise when children become distracted by the noise or consider that moving activities to quieter areas would be beneficial to children's learning and enjoyment.
- Children relish the healthy, home-cooked meals, which include a range of fruit and vegetables. The cook is adept at disguising vegetables in foods that children enjoy, such as beetroot cake. Staff provide children with lots of encouragement and support during lunchtime to promote their independence. Younger children are supported to feed themselves and older children learn to use utensils.
- Partnership with parents is extremely strong. The senior managers provide additional support for parents, especially during the current pandemic. They are mindful of home circumstances and ensure that parents know where they can obtain additional support if needed. Parents speak highly of the nursery. They say that they cannot praise the managers and staff highly enough and that they go above and beyond to support children and parents.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good awareness of the signs and symptoms that may indicate that a child is suffering from abuse or neglect. Staff attend safeguarding training and senior managers quiz staff to ensure that they keep their knowledge up to date. This includes wider safeguarding issues, such as the 'Prevent' duty. The premises are safe and secure and there are robust procedures in place to ensure that people using the community centre cannot gain access to the nursery. Children learn to keep themselves safe as they take controlled risks in their play

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
organise the premises more effectively so that children are able to participate fully in activities and gain the most from their learning experiences	30/07/2021

ensure that staff understand the purpose of activities and provide children with appropriate resources to support their learning	01/09/2021
implement the plans to monitor staff practice to ensure training needs are swiftly identified and that teaching is of a consistently good quality throughout the nursery.	01/09/2021

Setting details

Unique reference number	EY547932
Local authority	Birmingham
Inspection number	10197837
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	40
Number of children on roll	66
Name of registered person	Mommabears Day Nursery and Preschool Limited
Registered person unique reference number	RP547931
Telephone number	07514226981
Date of previous inspection	Not applicable

Information about this early years setting

Mommabears Day Nursery and Preschool Limited registered in 2017. The nursery employs 22 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3 and above, including one who holds level 6. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Rebecca Johnson

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- Senior managers and the inspector completed a learning walk together. They observed staff's teaching practice during activities.
- The inspector carried out two joint observations with senior managers.
- The inspector spoke to children, staff and parents at appropriate times during the inspection and took account of their views.
- The inspector looked at a selection of documentation and checked the suitability of staff working with the children.
- A meeting was held between the inspector and the two senior managers, who are also the registered providers.

We carried out this inspection 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.

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