

# Inspection of Mama Bear's Day Nursery

1a Kingsmead Road, Bristol, Gloucestershire BS5 7RJ

---

Inspection date: 5 April 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children enter the nursery happily and settle quickly on arrival. They have strong emotional attachments with the caring staff, who cuddle and comfort them when needed. This helps children to feel safe and secure, as do the consistent and well-organised daily routines that children are clearly familiar with.

Staff organise the nursery effectively to ignite children's curiosity. Children make choices about their play and follow their own interests and ideas. For example, within the baby room, staff support children to select the cereal they would like to eat and encourage them to point to this. Babies are offered a choice of books and staff wait for them to point to the story they would like to read.

Toddlers demonstrate problem-solving skills as they push shapes into a shape sorter. Staff support children to stack one block on top of another. Toddlers and babies are inquisitive. They enjoy sensory activities that support their exploration skills. For instance, children have fun as they investigate different materials, such as toy insects, sand and paint. Children are beginning to develop the skills needed for their future learning.

Staff kept in close contact with families during the COVID-19 pandemic, which helped to support children's learning and well-being. Staff made calls to offer support and provided home-learning resources through the online system.

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

- Young children form strong attachments with their key person. Staff are knowledgeable and ensure that children are well cared for. When babies become unsettled, staff reassure them and respond sensitively with care and warmth.
- Children are highly motivated and develop good physical skills through a range of stimulating experiences. For example, children actively explore equipment in the outdoor area. They delight in their achievements as they climb the steps on the slide and dig in the sand.
- Good hygiene measures are in place and children are encouraged to develop independence with their self-care. Young children confidently use the tissues and mirror to clean their noses and are reminded to wash their hands. Children and adults eat healthy, nutritious meals together, which makes mealtimes enjoyable and social experiences.
- Staff teach children what is expected of them during daily routines and activities. They are good role models who provide consistent guidance to children. For example, when toddlers run and crawl around outside, staff remind them to be careful so that they do not fall over the toys and hurt themselves. This helps children to understand how to play safely.

- Staff teach children about various celebrations. For example, children learn about Chinese New Year and Easter. However, staff do not consistently explore the varied cultures in their setting to help children gain a better understanding of the wider world.
- The managers closely monitor the quality of education. They routinely observe staff's teaching and provide them with constructive feedback. Staff receive good support and coaching to help them understand their responsibilities. They work closely as a team and evaluate their practice. During staff meetings, they discuss what is going well and what they could do differently.
- The managers are committed to professional development and have a clear vision to provide staff with training that will impact on children's overall development. For example, all staff have recently completed training to help them fully understand the importance of their role with key children.
- Overall, children's communication and language skills are supported well. Staff sit alongside children in areas such as the home corner and join in with their play. However, staff do not always make the most of opportunities to extend and repeat single words to build younger children's early vocabulary and communication skills even further.
- Staff plan thoughtful, interesting activities for children. They regularly check children's progress and use this information to ensure they are appropriately challenged. All children, including those with special educational needs and/or disabilities, make good progress.
- Staff value the children's own ideas and provide good opportunities for children to make decisions about all aspects of their care.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a secure understanding of the signs and symptoms of possible abuse and what to do should they have concerns regarding a child's welfare. They understand what to do if they have concerns about the practice of their colleagues. Managers ensure that they follow safer recruitment processes and monitor staff's ongoing suitability. Regular risk assessments and the monitoring of accidents ensure that risks are managed and children are safe in the environment. Staff prioritise children's safety and complete regular safeguarding training. Staff with first-aid qualifications are deployed effectively to meet the needs of children and ensure their safety throughout the nursery.

## **What does the setting need to do to improve?**

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

- develop ways to support children's knowledge of their own backgrounds to develop their understanding of the wider world

- further develop strategies used by staff during children's play and learning to enhance children's communication and language skills and support their growing vocabulary.

## Setting details

<b>Unique reference number</b>	2537802
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10208622
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 2
<b>Total number of places</b>	20
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	Mama Bear's Day Nursery Ltd
<b>Registered person unique reference number</b>	RP901325
<b>Telephone number</b>	01179606461
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Mama Bear's Day Nursery registered in 2019 and is based in Speedwell, Bristol. The nursery employs five members of staff. Of these, one holds early years professional status, one holds an appropriate early years qualification at level 5 and two hold appropriate early years qualifications at level 3. The nursery is open from 7.30am until 6pm, Monday to Friday, all year round. The nursery provides care for children under two years old.

## Information about this inspection

### Inspector

Tracey Cook

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and took that into account in their evaluation of the provider.
- The inspector observed the staff's interactions with the children indoors and outdoors to assess the impact this has on children's learning.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- The inspector looked at a sample of documentation. This included evidence of staff suitability, staff training and complaints records.
- The inspector took account of the views of parents through feedback forms available on the day.
- The inspector and the manager completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- The inspector carried out a joint observation with the manager to assess the standard of teaching and the impact this has on children's development.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022