

Inspection of Mommabears Day Nursery and Preschool Ltd

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

Inspection date: 27 May 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children show that they feel happy and confident in this welcoming nursery. They are keen learners, who make choices about the activities they want to engage in. Children are polite, kind and caring towards one another. For example, a child offers to help another child carry a basket of resources. Staff provide babies with high levels of attention and encouragement as they play. Babies learn to share and hand over toys to their friends. They excitedly join in music sessions. As they explore the sand, staff teach babies the names of different animals and colours.

Children develop a love of books. They look forward to their visits to the nearby library, where they browse books and choose some to take back to the nursery. Children demonstrate their developing independence. At snack time, they pour their own drinks, spread butter on their scone and cut up their fruit. They tidy away their plates and cutlery afterwards. Babies feed themselves. Children know they clean their teeth 'every day, so they don't go bad'.

All children, including those who speak English as an additional language and those with special educational needs and/or disabilities (SEND), make good progress from their starting points. Children learn the skills and attitudes they need in readiness for school.

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

- Leaders have a strong ambition to improve the nursery. They have worked well to ensure significant improvements to the nursery since the last inspection. For example, they monitor staff practice effectively. Leaders ensure that staff provide activities and experiences that link to children's learning needs and current interests.
- Leaders have a good understanding of the strengths of the nursery and areas for improvement. They ensure the curriculum is flexible to meet the needs of the children currently attending. For example, many children do not have access to gardens and so leaders have adjusted the learning programmes to include activities outdoors, on site as well as in the community.
- Parents speak highly of the nursery. They say their children enjoy attending and make good progress, particularly with their speech and language. However, staff do not always share enough detailed information with parents to enable them to continue their child's learning at home and enhance their learning potential even further.
- Leaders support staff effectively in their professional development. For example, they regularly observe staff practice and give feedback on what they do well and advice on where they can improve their teaching further, to enhance children's learning. The well-being of the staff is very important to leaders, and staff report

that they feel well supported.

- Staff are good role models, who have high expectations for children's behaviour. Children learn right from wrong and behave well. Children form strong bonds with the staff. They stop their play to enthusiastically greet staff who enter the room. Babies settle well with familiar adults. They demonstrate that they are emotionally secure in the nursery, as they smile broadly and regularly snuggle up to staff for cuddles.
- Teaching is of a consistently good quality throughout the nursery. This has a positive impact on children's learning. The environment is organised well to enable children to get the most from their learning experiences.
- Staff have a good knowledge of children's individual needs, personalities and preferences. Children are enthusiastic as they engage for sustained periods of time in a wide variety of stimulating, challenging activities that link to their interests and learning needs.
- Staff promote children's language development well, including for those who are learning to speak English as an additional language. Staff use good questioning skills and introduce new vocabulary as they engage children in many discussions throughout the day. Staff encourage children to use their developing language skills. They support children to retell a familiar story and recall recent activities. As a result, staff can assess whether children have remembered prior learning. However, staff do not always take account of the ages and abilities of children during group activities. As a result, some children become slightly restless and do not fully engage in their learning.
- Support for children with SEND is a strength of the nursery. Leaders use additional funding effectively to help close gaps in children's learning and increase their levels of confidence.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff complete regular training to keep their awareness of child protection issues up to date. They know the possible signs and symptoms of abuse and neglect, and the process to follow if they have a concern about a child. Leaders have robust recruitment procedures in place to help deem staff suitable to work with children. Staff make daily checks of the premises and resources. This helps to ensure the environment is safe for children to play in. Staff support children to keep themselves safe. For example, children learn to safely manage the stairs. Staff supervise children closely at all times.

What does the setting need to do to improve?

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

- provide more detailed information regarding children's next stages of learning to

- parents, to enable them to continue their child's learning at home
- take more account of the different ages and abilities of children, so that all children can be fully involved during group activities.

Setting details

Unique reference number	EY547932
Local authority	Birmingham
Inspection number	10201969
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	50
Number of children on roll	60
Name of registered person	Mommabears Day Nursery and Preschool Limited
Registered person unique reference number	RP547931
Telephone number	07514226981
Date of previous inspection	24 June 2021

Information about this early years setting

Mommabears Day Nursery and Preschool Limited registered in 2017. The nursery employs 18 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 to level 3. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Karen Laycock

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 has taken that into account in their evaluation of the provider.
- The manager led the inspector on a learning walk and told her what they wanted the children to learn at the nursery. The manager and the inspector carried out a joint evaluation of an activity together.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the directors, manager, deputy manager and staff throughout the inspection. She looked at relevant documentation, including qualifications and first-aid certificates, and viewed evidence of the suitability of those working with children.
- The inspector took account of the views of parents spoken to on the day. She also spoke to children about their experiences in the nursery.

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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