

Inspection of Mama Bear's Day Nursery

The Exchange, Express Park, Bridgwater, Somerset TA6 4RR

Inspection date: 16 May 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

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

Children are acquiring some skills to help them move forward in their learning. However, children are not making good progress due to some weaknesses in staff deployment and the planning and implementation of the curriculum.

Children are generally confident, happy and settled in this welcoming nursery. Most children form positive relationships with their key person. However, on occasions, staffing arrangements are not well managed to meet individual children's needs. Due to current staffing difficulties, key people are not always best matched or available to support children's emotional well-being. For example, some babies become upset when core staff leave the room and cover staff are not always able to suitably soothe them.

Children independently explore the well-set-out environments. Babies enjoy choosing to climb and slide on the indoor gym and smile proudly when they achieve this unaided. Toddlers persevere as they learn how to use balance bikes with the support of staff, and pre-school children confidently show visitors items that they have collected on a scavenger hunt. Children are well behaved and play harmoniously.

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

- The senior leadership team has recently and accurately identified weaknesses within the provision and taken action to begin to address these. However, systems to regularly monitor the quality of the nursery are not robust enough to ensure that weaknesses are identified early enough and addressed quickly to limit the impact on children's progress.
- Staff work with parents and external agencies to support children with special educational needs and/or disabilities. Room leads have a secure knowledge of children's individual needs and identified next steps for learning. However, management do not make effective use of additional funding to fully support staff to help children to maximise their progress.
- Staff provide well-resourced environments and plan a range of interesting opportunities that are designed to support the different areas of learning across the curriculum. Core staff have a clear picture of children's interests and developmental stages. However, they do not focus planning precisely enough on what specific skills and knowledge children need to learn next. Nor do they always interact with children to develop or extend their learning. This means that children are not consistently helped to build on what they already know and can do, in order to maximise their learning potential.
- Parents and carers say that children are settled and happy at the nursery. They are made aware of snapshots of their children's achievements through the online

system. However, information shared with parents and carers is not sufficient to keep all parents fully informed of their children's progress. Nor is it sufficient to support parents to continue and extend learning at home.

- Children benefit from the clear focus staff place on promoting early communication skills. Staff lead yoga sessions, giving clear instructions. They point to body parts as they introduce new words, such as 'thigh'. Children listen carefully and follow instructions well. Signing is used effectively to support children whose verbal communication is still developing.
- Staff help children to develop an awareness of healthy lifestyles. All children enjoy healthy meals prepared by the on-site cook. Pre-school children confidently serve themselves and staff provide fun ways to help children understand the movement of food as it travels through their bodies. Older children are able to accurately identify that exercise will make them feel warm. Children use the well-set-up nose-wiping stations to access tissues and use the mirrors to aid their increasing self-care skills.
- Staff are kind and caring in their interactions with children. They are good role models for the children of all ages. Staff in the baby room lie on the carpet as they encourage young children to join in. Pre-school staff gently remind children to use manners if they forget and sensitively support children to talk through any disagreements.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff are clear about their responsibility to keep children safe. Staff are aware of the signs that may indicate that children are at risk of harm from abuse and know the processes to follow if they have concerns. Staff are vigilant in their supervision of children and of one another. They have a secure understanding of the importance of raising concerns about colleagues' behaviour and the setting has robust systems to follow should this occur. Pre-school children are well supported to learn how to keep themselves safe. Staff remind them to remain seated while they are still eating, and have taught the children how to carry chairs safely when they move them.

What does the setting need to do to improve?

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

	Due date
ensure key persons are effectively deployed to enable them to build secure attachments with children and meet their emotional needs at all times	03/06/2022

ensure there are effective monitoring processes to swiftly identify weaknesses in provision and allow prompt action to be taken to improve the overall quality of the setting to a good level	03/06/2022
ensure that funding is spent so that all children, including those with special educational needs and/or disabilities, have full access to a curriculum that enables them to make good progress in their learning	03/06/2022
improve the quality of education, in particular, the focus on what skills and knowledge children need to learn next and the support children receive to help them achieve this	18/07/2022
ensure that parents are well informed about their children's progress and supported to continue and extend learning at home.	20/06/2022

Setting details

Unique reference number	2581792
Local authority	Somerset
Inspection number	10237902
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	1 to 4
Total number of places	95
Number of children on roll	91
Name of registered person	Mama Bear's Day Nursery Ltd
Registered person unique reference number	RP901325
Telephone number	07817848269
Date of previous inspection	Not applicable

Information about this early years setting

Mama Bear's Day Nursery registered in 2020. It is one of a group of 26 nurseries located in the south west of England. The nursery is situated in Bridgwater in Somerset. The nursery is open each weekday from 7.30am to 6pm, for 51 weeks of the year. There are 17 members of staff, of whom 11 hold appropriate childcare qualifications. The nursery receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Jo Bighton

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 nominated individual, the area manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children communicated with the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- The area manager, manager and inspector carried out a joint observation of a yoga session.

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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