

Inspection of Mama Bear's Day Nursery

Great Park Road, Bristol, South Glos BS32 4RU

Inspection date: 5 October 2022

Overall effectiveness	Inadequate
------------------------------	-------------------

The quality of education	Inadequate
--------------------------	-------------------

Behaviour and attitudes	Inadequate
-------------------------	-------------------

Personal development	Inadequate
----------------------	-------------------

Leadership and management	Inadequate
---------------------------	-------------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is inadequate

Staff plan for children's learning across the curriculum. However, teaching does not consistently support children's learning. Staff do not deploy themselves effectively to ensure high-quality interactions engage children in their learning at all times. Not all staff are confident to deliver specific activities to support children who need additional support in their language skills. Due to the lack of stability of the staff team, some children do not benefit from secure relationships with a key person who knows them well and can plan effectively for their next steps in learning. Managers do not monitor the implementation of some policies and procedures effectively, which leaves children at risk of harm. Managers do not ensure that the food provided to children is sufficient and meets their preferences.

At times, older children engage in focused activities, such as 'silly soup'. They contribute their ideas, and most develop good communication and language skills. However, staff do not support children learning to speak English as an additional language and those who require more help as well as they could. Staff do not use resources available to them, such as visual aids. Babies and young children do not always receive the attention they need from familiar adults to engage in activities, although they do enjoy spontaneous singing activities. Some staff recognise gaps in children's learning, particularly their listening and attention, following the COVID-19 pandemic. Children participate in group activities, such as 'attention bucket', listening well to instructions and understanding behavioural expectations. Generally, children's behaviour is good, although this regresses when children are hungry or have been sat for too long. Parents value the support staff offer, such as the consistency in using 'traffic lights' to help children recognise how they feel.

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

- Overall, the new manager evaluates the nursery accurately. She has developed plans to drive improvement but has not yet had sufficient time to make sure they are implemented effectively. Consequently, there are still a number of breaches in requirements. For example, staff do not promptly record children's daily attendance.
- The systems for ensuring staff have secure knowledge of their role and receive adequate support and coaching are not yet embedded. Although the curriculum is well planned overall, the new staff team do not consistently implement it. For example, staff do not use recently introduced visual reminders and sign language in the pre-school room to support children learning to speak English as an additional language. Leaders and managers do not ensure that the organisation of the nursery, including resources and staffing, consistently meet children's needs. Not all children make enough progress from their starting points. For example, staff do not ensure that resources and activities are readily

available to progress the children's identified next steps in recognising numerals.

- Some care practices meet the children's needs well. For example, staff take time to support children as they progress to using the toilet. They provide praise and raise children's self-esteem. Staff follow hygienic practices as they change nappies, building strong bonds with babies. However, staff have not carefully considered their deployment in a large room or how to manage staff breaks successfully so that children remain engaged in their learning with familiar staff.
- Leaders and managers have not thoroughly considered the lunchtime menu provided by an external catering company. They have not ensured children's preferences are met. Some children go without sufficient food needed to energise them to continue their learning. Staff do not supervise older children well enough as they serve themselves. This means that children at the end of the line are left without vegetables and do not receive a nutritious meal. Therefore, children do not receive a balance across the food groups to sustain them, and there is no alternative on offer.
- Staff do not supervise babies and young children effectively at lunchtime. They do not ensure that babies are securely fastened in their highchairs. Staff do not supervise young children well or meet their needs. For example, while a member of staff serves children's lunch, facing away from the children, two other members of staff tidy the play space and do not interact with the children while they wait patiently for their food. Supervision is poor. This means that children take food from each other's plates, unwitnessed by staff, which puts children at risk should they have any allergies.
- Some parents receive information about the curriculum, the activities on offer and their children's progress. Staff provide opportunities for parents to continue their children's learning at home. For example, loaning favourite books to share at home.

Safeguarding

The arrangements for safeguarding are not effective.

Staff do not adequately supervise babies and young children at lunchtimes to ensure their safety. They do not ensure babies are fastened into their highchairs, which puts them at risk of harm. Staff fail to record children's attendance promptly, and leaders and managers do not monitor these procedures effectively. Staff have suitable knowledge of the signs that a child is at risk of harm and know who to report these to. The designated safeguarding lead understands her responsibilities to report concerns regarding a child or an allegation about a member of staff to appropriate agencies. There are appropriate recruitment arrangements to ensure staff are suitable for their role.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure an accurate record of children's attendance is maintained	21/10/2022
ensure babies and young children are sufficiently supervised during mealtimes and staff are deployed appropriately, in particular to ensure that safety straps are fastened when children are sitting in highchairs and that they are unable to share food	21/10/2022
improve the quality, quantity and regularity of food provided to children to ensure that it meets their preferences and is nutritious and balanced	21/10/2022
ensure the key-person system is effective and staff are successfully deployed to ensure they have sufficient time with their key children to enable them to provide tailored support to meet their individual needs and to offer a settled relationship	21/10/2022
provide support and coaching for professional development to ensure consistency in implementing the curriculum and raising the quality of education throughout the nursery.	04/11/2022

Setting details

Unique reference number	EY486750
Local authority	South Gloucestershire
Inspection number	10254270
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	103
Number of children on roll	43
Name of registered person	Mama Bear's Day Nursery Ltd
Registered person unique reference number	RP901325
Telephone number	01454 617 111
Date of previous inspection	16 February 2017

Information about this early years setting

Mama Bear's Day Nursery registered in 2015. The nursery operates from accommodation in Bradley Stoke, South Gloucestershire. The nursery is open Monday to Friday, from 7.30am until 6pm, all year round. The provider receives funding to provide free early education for children aged two, three and four years. There are 10 members of staff employed to work with the children. Of these, six have early years qualifications at level 3.

Information about this inspection

Inspectors

Rachael Williams
Rebecca Lihou

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- One inspector carried out a learning walk with the manager to discuss the early years curriculum.
- The manager and one inspector completed a joint observation in the pre-school room.
- The views of parents and children were considered during the inspection.
- Discussions were held with the senior management team, designated safeguarding lead, special educational needs coordinator and staff at convenient times during the inspection.
- A sample of documentation was viewed.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022