

# Inspection of Mama Bear's Day Nursery (Pre-School)

Unit 4, Baileys Court, Webbs Wood Road, Bradley Stoke, BRISTOL BS32 8EJ

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Inspection date: 21 November 2022

<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Outstanding

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

### **The provision is inadequate**

The provider is in breach of requirements relating to safer recruitment and knowledge of safeguarding policies and procedures. Managers do not have a good enough understanding of how to follow up information about staff they intend to employ or how to follow robust procedures when managing allegations about staff conduct. Children's welfare is put at risk.

Children benefit from a varied curriculum. They enjoy singing nursery rhymes and using coloured chalks. For instance, children make marks on the floor outside and excitedly state letters from their name. Staff demonstrate effectively how to hold the chalk with a firm grip and support children's understanding by discussing letters, colours, shapes and sizes. This helps to develop their early literacy skills, their fine motor control and their mathematical awareness.

Staff use positive language to support children to understand right and wrong. Children behave well. They develop their understanding of the rules and expectations through reminders from staff. For example, staff encourage children to use 'kind hands' and say 'please' and 'thank you' during mealtimes. Children play cooperatively and take turns. They work together to tidy up and share resources. Staff acknowledge and praise children when they share with their friends. This supports children's emotional development.

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

- The manager does not understand how to identify and take appropriate action to keep children safe, such as how to follow robust procedures when allegations are made against staff. She does not recognise how to sufficiently check information from previous employers when recruiting staff to ensure they are suitable.
- Staff carry out observations and assessments on children. They identify any gaps in children's development and act accordingly. Staff engage with other professionals and parents to support children's individual learning needs. For example, they hold meetings with parents to discuss their children and agree what help they may need. Staff invite professionals into the nursery to give them advice on how best to support children. This ensures that all children, including those with special educational needs and/or disabilities, make good progress and are prepared for their next stage of education.
- Staff enhance children's mathematical skills. They model language during play and help children to recognise weight and size. For example, children thoroughly enjoy exploring in small groups an 'autumn tray', featuring pine cones and acorns. Some children show very good levels of concentration and can recognise 'big' and 'small'. However, some large-group activities lead to an increase in

noise levels, meaning children are not heard and therefore unable to participate successfully.

- Staff talk to children as they play. They introduce words that help children to build a wide vocabulary. Staff are eager to help children to learn and develop their ideas. They ask children lots of questions and give them time to think and formulate a response. For example, children fill up a watering can with rain, and staff ask questions such as 'what's going to happen? The children respond accurately, saying it will 'get full'.
- Children benefit from plenty of fresh air and physical exercise in the outdoor area. This helps to promote their good health. Children show high levels of engagement. For example, children become engrossed in filling containers with sand and emptying them, while others use bats and balls. Indoors, staff promote 'wake and shake' to stretch and exercise children's muscles through dance and song.
- Staff work well as a team and communicate effectively with each other. This helps them provide consistent care and support for children's needs. Management regularly reviews and monitors staff practice, giving feedback. They support staff's professional development effectively through in-house training and staff meetings.
- Parents receive detailed information about their children's experiences via an online app. The manager provides parents with access to a lending library. This means children can take a book home to share with their families. Children look forward to swapping their book and develop a real love of reading.

## **Safeguarding**

The arrangements for safeguarding are not effective.

The manager does not have a secure enough knowledge of the action to take in the event of an allegation about a member of staff or when to report such incidents to Ofsted. Records in relation to safeguarding and managing allegations against staff are poor, which means that managers cannot be confident that important information is shared with relevant agencies. This has an impact on children's safety. Although all staff have Disclosure and Barring Service checks, the manager does not understand how to gather robust information about applicants' employment history. However, staff have a good understanding of their roles and responsibilities. They recognise signs and symptoms of when a child may be at risk of harm. Staff carry out risk assessment procedures when moving from the garden into the setting to ensure that children are safe. For example, children are counted as they return to the building.

## **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:**

	<b>Due date</b>
ensure recruitment procedures are robust, and fully check the suitability of all adults working with children	07/12/2022
improve safeguarding procedures so that information about the management of allegations of staff is accurately and fully recorded.	07/12/2022

## Setting details

<b>Unique reference number</b>	EY493083
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10262577
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	3 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Mama Bear's Day Nursery Ltd
<b>Registered person unique reference number</b>	RP901325
<b>Telephone number</b>	01179311999/0117 9794190
<b>Date of previous inspection</b>	25 September 2017

## Information about this early years setting

Mama Bear's Day Nursery (Pre-School) registered in 2015 and is located in Bradley Stoke, Bristol. The nursery opens Monday to Friday, from 7am to 7pm, all year round, except for bank holidays. There are four members of staff who work directly with the children, all of whom have appropriate childcare qualifications between level 2 and level 3. The nursery provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Marie Swindells

## 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 and the inspector completed a learning walk of the nursery.
- The inspector carried out a joint observation of an activity with the deputy manager and together they evaluated this.
- Children spoke to the inspector about what they enjoy doing in the nursery. The inspector observed practice in the room and spoke to staff at convenient times during the day.
- The inspector reviewed relevant documentation, including the suitability checks of all adults working in the setting.

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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