

# Inspection of Mama Bear's Day Nursery

261 Crews Hole Road, BRISTOL BS5 8BE

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Inspection date: 30 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children and visitors are warmly greeted at the door at this friendly, happy nursery. Once inside, children find their friends and immediately settle to play. They are confident, independent and choose from a wide range of interesting activities. Children remain happy, motivated, and engaged throughout the day. Children, staff and families have developed good relationships. Staff know children very well. They regularly praise children for their achievements. This supports children's self-esteem. Children are eager to be involved and to learn more during play.

Children and staff enjoy spending time together. Staff and children roar like dinosaurs and children giggle as they chase staff in the garden. Some children pretend they are 'going on a bear hunt', as they stomp through imaginary mud and water. Children develop their physical skills in a variety of ways. For example, they push large vehicles over a bridge, navigating the rise and fall of the arch. Children scoop and mix mud, transferring it from bowl to bowl in the mud kitchen. Staff and children look at a recipe book together and pretend they are cooking a meal. Staff introduce new vocabulary, as they explore the different 'ingredients' and consider what 'utensils' to use.

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

- The manager is passionate about the care and education she provides for children. She evaluates the setting well. She measures any changes she implements so they benefit the children. She has developed a broad and balanced curriculum that covers all areas of learning. The manager and staff work effectively with external agencies to support children with special educational needs and/or disabilities.
- Children make good progress with their communication and language. Most staff remember to use effective questioning and encourage children to talk about what they are doing during play. However, this is not always consistently implemented across the setting. Some staff lack the skills and knowledge to build on children's vocabulary. On occasions, staff forget to give children time to process their thoughts.
- Babies reach out for a cuddle with staff. They have formed close relationships with staff who know them well. This supports babies' emotional well-being. The staff and manager have created a calm and relaxing space for babies to explore and be curious. For example, they reach out and crawl towards bottles filled with glitter.
- Children develop good independence skills. For example, older children get their own coats and put their shoes on when they go out to play. Children set the table for lunch, placing cups and plates on the table. During mealtimes, children collect their own cutlery and serve themselves. Children are polite and well

mannered at the table. They remember to say 'please' and 'thank you', and pass items to their friends.

- Children have opportunities to explore their local community. The setting benefits from its proximity to hills and wooded areas. However, the setting could widen children's opportunities to learn about the diversity that exists in their locality and further afield. A wider range of diverse resources and activities would develop their learning further.
- Older children are well prepared for their transition into school. They are confident and instigate conversations with staff and visitors. They show care and concern for each other and behave very well. However, the most-able children could have greater challenge when taking part in planned activities or during child-directed play. This would help children make the best possible progress in their learning.
- Parents are complimentary about the setting. They report that the staff are friendly and take the time to share children's learning and development. Staff gather useful information from parents when children and babies start at the setting. This means staff know children well from the onset. They plan appropriate activities to build on what children already know.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of how to keep children safe from harm. They know what to do if they have a concern about a child or member of staff. Staff receive regular safeguarding training. For example, they know about the 'Prevent Duty' and extremist views. The manager carries out appropriate checks to ensure the suitability of people she employs to work with children. Staff undertake induction procedures to ensure they are familiar with the nursery and their role. Regular risk assessments and daily checks take place to make sure children play in a safe environment.

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

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

- strengthen opportunities for children to learn about cultural diversity in their community and the wider world
- support staff, when modelling language and asking questions, to give children time to process their thoughts and support children's communication and language further
- make full use of all opportunities to challenge the most-able children, to extend their learning as far as possible.

## Setting details

<b>Unique reference number</b>	EY459721
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10216895
<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>	0 to 4
<b>Total number of places</b>	68
<b>Number of children on roll</b>	94
<b>Name of registered person</b>	Mama Bear's Day Nursery Ltd
<b>Registered person unique reference number</b>	RP901325
<b>Telephone number</b>	01179414484
<b>Date of previous inspection</b>	21 December 2016

## Information about this early years setting

Mama Bear's Day Nursery registered in 2013. It operates in St. George, Bristol. The nursery is open each weekday, from 7.30am to 6pm, for 51 weeks of the year. The nursery receives funding to provide early education for children aged two-, three- and four-years-old. The manager holds an appropriate early years qualification at level 3. There are 17 members of staff who work directly with children, of whom 13 hold an early years qualification at level 3 and one staff member holds a level 6 qualification.

## Information about this inspection

### Inspector

Gwyneth Keen

## 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 manager and has taken that into account in their evaluation of the provision.
- The manager, area manager and inspector completed a learning walk together. Leaders and staff shared with the inspector what they want children to learn and how they will do this.
- The inspector and manager carried out a joint observation of a group activity in the pre-school room.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.

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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