

Inspection of Mama Bear's Day Nursery

Hanham Hall, Whittucks Road, Hanham, BRISTOL BS15 3FR

Inspection date: 17 January 2023

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

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and enjoy their time at the nursery. They build beneficial, close relationships with their key person and the other staff working with them. The support for children's independence is strong. Children serve themselves food at lunch time, pour their own drinks and help clear away their things. Older babies independently find their drink, recognising their photo on their beaker. Staff encourage children to try to do things for themselves. They offer children lots of praise and build their confidence effectively. However, at times, key persons working with children under two years old struggle to consistently implement sensitive and effective routines. They do not organise the environment and their support to provide a calming, relaxing atmosphere and ensure that young children's sleep needs are promptly met.

Key persons use accurate observations and assessments to clearly identify the next steps in children's learning and build on what they already know. Children of all ages develop their coordination and dexterity well. Older babies toddle about and select items independently. They make marks with chunky chinks, creating lines on a large chalkboard, or connect blocks, persevering well. Older children form shapes and letters with pens. They enjoy cutting and creating with play dough, making shapes and adding items, such as straws, to create a sun. Children are curious and keen to learn and show positive attitudes to developing their skills.

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

- Older children's care routines are respectful and effective. Staff offer sensitive support to ensure that children are comfortable, conscientiously helping them with toileting routines and ensuring that they are warm enough outside in the cold weather. However, the youngest children are not supported consistently. On some days, sleep times after lunch become chaotic. Items that children need are not ready, and staff and babies move around the brightly lit, noisy room constantly. Young children struggle to settle and get the rest they need.
- The manager supports staff to identify any gaps in children's learning. She ensures that they promptly seek support from outside professionals to get children the help they need. Children make good progress. Staff liaise closely with parents to make sure gaps are closing and children can reach their full potential, including children who have special educational needs and/or disabilities.
- Staff ensure children's dietary requirements are closely adhered to and children are provided with healthy meals and drinks. Children enjoy being active in the fresh air. Older children enjoy challenging physical games. They throw beanbags and balls into targets. They do well and are proud of their achievements. Younger children enjoy their time in the garden, developing their skills on a

range of equipment.

- Children develop positive attitudes and their behaviour is good, particularly in the older age group. Older children show thoughtful behaviour towards each other, spontaneously negotiating to take turns or share with their friends. Babies listen and show respect for what staff say and adapt their behaviour appropriately.
- The manager and staff have good relationships with parents. They share information about all aspects of children's care and development and work to support children's learning at home. However, at times, they do not flexibly adapt the ways that they contact parents, and occasionally they do not follow up on requests for information. Consequently, a two-way flow of communication is not always maintained, particularly with parents they do not see regularly, and this affects the consistency of the support children receive.
- Staff respect children's backgrounds, valuing their differences and what makes them unique. Parents praise the work staff have done to link to their family interests. They comment on the impressive depth of planning and learning opportunities offered to the children relating to their cultures and heritage.
- Staff set out a good range of activities that motivate children well. Babies are interested to explore alongside the encouraging staff. They use spades effectively to fill a bucket and build sandcastles, and giggle as they knock them down. Older children show considerable skills. They discuss the weather and the letter of the week, and solve problems as they transport water in the garden. However, occasionally, when there is a mix of ages, pre-school staff do not flexibly adapt whole-group activities to help the two-year-olds remain engaged for the whole session. Consequently, not all children's listening and attention develop as much as possible.
- Staff undertake a range of mandatory and additional training and unqualified staff are supported to gain early years qualifications. The manager undertakes regular meetings with the staff team and liaises with company directors to help develop practice.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff undertake risk assessments, evaluating any issues highlighted, and work quickly to eliminate hazards. They are vigilant in their security procedures and supervision of the children. They ensure that children are kept safe, for example, as children move around the nursery or use the toilet area in the pre-school room. Designated staff undertake higher-level child protection training to lead safeguarding practice. Staff regularly refresh their knowledge through training. They know what procedures to follow if they are concerned about a child or another member of staff. The manager and directors understand their responsibilities and promptly notify the necessary professional bodies of any concerns, and work to implement safe practices across the nursery.

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 that key persons working with the under two-year-old children organise the environment and their support to promptly meet children's needs during sleep times.	03/02/2023

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

- develop partnership working even further, building and maintaining an effective two-way flow of information with parents
- review pre-school group sessions to help all children's listening and attention develop as much as possible.

Setting details

Unique reference number	EY495238
Local authority	South Gloucestershire
Inspection number	10262964
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	74
Number of children on roll	66
Name of registered person	Mama Bear's Day Nursery Ltd
Registered person unique reference number	RP901325
Telephone number	0117 4281354
Date of previous inspection	12 April 2017

Information about this early years setting

Mama Bear's Day Nursery registered in 2016 and is located in Hanham, South Gloucestershire. It operates from 7.30am to 6pm, Monday to Friday. There are 11 members of staff who work with the children, of whom eight hold an appropriate qualification at level 3 and three are unqualified. The nursery provides funded places for children aged two, three and four years.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- This was the first routine inspection the setting 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 inspector viewed all areas of the nursery and discussed with the manager how these areas are used.
- The manager and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children and staff and spoke with them at appropriate times during the inspection.
- The inspector held meetings with the manager and the nursery's care director to discuss the leadership and management of the nursery.
- Parents shared their views of the provision with the inspector.
- The inspector reviewed relevant documentation, including suitability checks and paediatric first-aid qualifications.
- The manager discussed their safety and child protection procedures, and the inspector held safeguarding discussions with members of the staff team.

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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