

Inspection of Mama Bear's Day Nursery

Great Park Road, Bristol, South Gloucestershire BS32 4RU

Inspection date: 9 March 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Children are safe and secure in this nursery, which puts them at the centre of all it does. The manager has worked hard to improve the quality of the provision since the last inspection. She is supporting her staff team and families through a merger of two nurseries effectively. Staff report high levels of well-being and speak positively of the support they are receiving from the manager during the transition period. This has positively impacted children, and they are happy, confident and settled in the nursery they have only been attending for a short while.

Children learn the impact of a healthy lifestyle from a young age. Staff give babies the opportunity to be physically active. They cruise around the furniture and crawl around their environment. Toddlers in the garden engage in a highly energetic parachute activity, jumping up and down with excitement. Older children enjoy a daily yoga session. They explore the different ways their bodies can move, and staff role model this with enthusiasm. They praise children for having a go. At lunchtime, staff encourage children to try vegetables, and they say they are good for their body. Children begin to discuss 'good' and 'bad' foods, and staff extend the conversation by asking how children keep their teeth healthy. Children learn the importance of being healthy and active.

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

- The manager and her team have accessed training and received support from outside agencies since the last inspection to ensure they create a high-quality, ambitious curriculum that is tailored to children's needs and interests. Staff identify what children already know and what they need to learn next. They work closely as a team to create opportunities for learning throughout the children's day at nursery. Children engage in meaningful play. They make very good progress.
- Children build meaningful relationships. Babies enjoy cuddles from staff when they need comfort, and staff are attentive to their needs. Toddlers excitedly look at pictures of different countries with their friends and staff, and together they search for 'mama bear'. Older children seek adults to share their experiences with them. Children say, 'Look what I can do,' and staff respond with enthusiasm and praise. Children sit with their friends and excitedly share stories, pointing to the pictures and giggling together. Children value interactions with staff and their friends.
- Staff plan activities to engage and excite children. Babies use their senses to explore flour, and they enjoy watching it fall from their hands to the table. Toddlers engage intently in morning group time, where they discuss the 'golden rules'. Older children excitedly make a 'home' for their dinosaurs using magnetic shapes, and staff support them to identify the next step for their home and ask,

'How can you make them fit?' However, at times, quieter children are not consistently supported by staff to be fully engaged in group activities. Therefore, they do not always benefit from these experiences and find their own alternative.

- Staff embed language and communication throughout all they do. Staff use every opportunity to engage children in communication. At nappy changing time, babies enjoy one-to-one interaction, and staff talk to them about what they are doing now and what is happening for the rest of the day. Older children shriek with excitement when they find dinosaur 'bones' and 'fossils' in the mud. Staff ask children what pattern they can see in the 'fossil'. Children use words such as 'prehistoric' when describing the 'fossils' to staff. Staff teach children the importance of communication from a young age.
- Children with special educational needs and/or disabilities (SEND) are very well supported. Key persons use strategies effectively to engage children in play and learning. They work closely with parents and outside agencies to ensure children get the support they need to make good progress. Staff provide an inclusive, nurturing environment for children with SEND.
- Parents share they have been well informed throughout the merger of the two nurseries, and staff are working to support parents and their children to settle in. However, parents do not always know what their children are learning and what the next steps in their development are. Therefore, they are not able to continue this learning at home. Parents share they know who their child's key person is, and they are well informed on their child's caregiving routine throughout their time at nursery.

Safeguarding

The arrangements for safeguarding are effective.

There is a very strong ethos of safeguarding embedded throughout the nursery. All staff are aware of their role to help keep children safe. They can identify signs and symptoms that may be indicators that a child is at risk. Staff are aware of who to contact should they need to make a referral to external agencies. They are aware of the whistle-blowing procedure and how to report allegations made against a staff member. Staff ensure all children are safely seated and supervised while eating. They conduct daily ongoing risk assessments to ensure the environment is suitable for children to play and explore.

What does the setting need to do to improve?

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

- consider the organisation of group activities to ensure that quieter children are supported to join in and get the best from the activity
- strengthen partnerships with parents, providing them with more information so

they can help to support children's learning at home.

Setting details

Unique reference number	EY486750
Local authority	South Gloucestershire
Inspection number	10260814
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	115
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	5 October 2022

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 15 members of staff employed to work with the children. Of these, one has a level 6 early years qualification, eight have a level 3, two have a level 2 and four are unqualified.

Information about this inspection

Inspectors

Sarah-Louise Clements
Charlotte Adcock

Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager joined the inspectors on a learning walk and talked to them about their curriculum and what they want their children to learn.
- Staff spoke to the inspectors during the inspection.
- The inspectors observed the quality of teaching and the interactions between staff and children and assessed the impact on children's learning.
- The inspectors carried out joint observations of group activities with the manager and deputy manager.
- Children spoke to the inspectors about what they enjoy doing at nursery.
- Parents shared their views of the setting with the inspectors.
- The manager shared relevant documentation with the inspectors.

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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