

Inspection of Mama Bear's Day Nursery

St Johns Church, Apsley Road, Bristol BS8 2ST

Inspection date: 7 June 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 Good

What is it like to attend this early years setting?

The provision is good

Babies and children thrive at this setting, lead by enthusiastic, caring and nurturing staff. The ambitious and individualised curriculum supports learning based on their individual interests. Staff skilfully adapt activities to meet the individual need and age range of the babies and children. This means all children make good progress in their learning including, children with special educational needs and/or disabilities (SEND) and those children who speak English as an additional language. Older children learn new vocabulary, such as 'spiky', and practise their fine motor skills using tweezers to pick up real slices of oranges and lemons. Staff strengthen children's thinking skills by using open-ended questions, such as 'What are you going to do with those?' the children respond, 'I am making an orange cake, it smells like oranges'.

Staff encourage independence for babies and younger children when they model washing hands before mealtimes, then allowing them to try themselves. Staff support communication and understanding by repeating the phrase 'wash hands' and introducing vocabulary such as 'cold'.

Parents speak highly of the staff and the care their babies and children receive. They comment on how well staff share information with them about their children's care and learning needs. Parents speak positively about the trips out of the setting, including a recent visit to the beach on the train. They discuss how their children recall these trips at home and how this provides varied learning experiences for their children.

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

- The proactive manager implements a well-focused, challenging curriculum that effectively supports children from their starting points. Each child's interests and next steps in their learning are added to the 'planning wheel', ensuring that individual needs are met. The manager ensures that the curriculum is sequenced well across the setting. For example, staff consistently use fingers to represent the tidy-up countdown from five to one, supporting children's mathematical development.
- Babies and children have daily opportunities to play outdoors and build on what they already know about the world. Older children enjoy a range of exciting activities that motivate and enhance their learning across all areas. However, babies are not being provided with sufficient learning opportunities outside to enhance their curiosity and motivation to learn.
- The special educational needs coordinator (SENCo) is knowledgeable and collaborates well with parents and the local authority. Staff use effective assessment to monitor children's development. This ensures that gaps in

children's learning are swiftly identified and support plans are put in place to help close those gaps. The manager ensures effective communication between staff ensuring all staff are aware of these plans and implement them well. Advice or support is sought when needed from the relevant professionals.

- Children's communication and language skills are promoted well through positive interactions with staff. Staff use various strategies, including story sacks, sign of the week and 'talking tunes', which is a programme that supports children's letter and sound awareness.
- Staff are sensitive to babies' individual needs, and babies feel safe and secure within their environment. Staff build strong attachments and fully understand their role as key persons, ensuring that babies are well cared for and have the attention and support they need. For example, babies who are unwell are offered lots of cuddles and care. Parents are notified swiftly.
- Children's emotional well-being is supported effectively from settling into the nursery, moving rooms or going to school. Older children have opportunities daily to discuss their feelings and babies enjoy small- group times using 'core books' that explore feelings.
- The manager supports staff well and ensures that they have opportunities to develop and update their professional knowledge. For example, staff working with babies will be attending networking sessions on baby development. Staff feel valued and committed to their roles.
- Partnerships with the community is a strength of the nursery. Visits to the local library, the farm shop and carol singing at Christmas, provide children with a variety of learning experiences, and the local charity shop generously donates resources to the setting.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a strong understanding of their duty to protect children and report any concerns they may have about a child's well-being. The manager has robust, effective and efficient recruitment procedures in place. This helps to ensure that any adults working with children are suitable to do so. Management monitors ongoing staff suitability through regular supervisions and appraisals. The environment is regularly risk assessed and adapted where necessary, to ensure that it is safe and secure for all children. The staff undertake regular training in safeguarding, receive updates at staff meetings and know the importance of following correct procedures.

What does the setting need to do to improve?

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

- review the outside area for under twos to enhance opportunities to build on their

overall learning outdoors.

Setting details

Unique reference number	EY471235
Local authority	Bristol City of
Inspection number	10280326
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	1 to 4
Total number of places	80
Number of children on roll	87
Name of registered person	Mama Bear's Day Nursery Ltd
Registered person unique reference number	RP901325
Telephone number	01179706751
Date of previous inspection	16 August 2017

Information about this early years setting

Mama Bear's Day Nursery registered in 2013. The nursery employs 10 members of childcare staff. Of these, six hold appropriate early years level 3 qualifications, one holds a level 6 with qualified teacher status and three staff are unqualified. The nursery is open Monday to Friday, from 7.30am to 6pm, throughout the year. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Chelsea Woollard

Inspection activities

- This was the first routine inspection the nursery 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 setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to children, to find out about their time at the setting.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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