

Mama Bear's Day Nursery

Inspection report for early years provision

Unique Reference Number	EY355441
Inspection date	10 July 2008
Inspector	Kay Roberts
Setting Address	691 Wells Road, Bristol, Avon, BS14 9HU
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Registered person	Mama Bear's Day Nursery Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Mama Bear's Day Nursery is one of five nurseries owned by the registered person. It is situated in a large detached house in Hengrove, Bristol and was previously registered within the premises of Hengrove Community Arts College. Children aged under three years are cared for on the ground floor, in rooms according to their age group. Children over the age of three years are located on the first floor in an open plan area. The nursery opens from 07.30 - 19.00. The setting operates throughout the year, except for Bank Holidays and Christmas week. Registration is for a maximum 37 children under five years at any one time and currently there are 56 children on roll, who attend a variety of sessions. There are 19 children in receipt of funding for nursery education. The setting caters for children who have English as an additional language. There are 10 members of staff who work with the children, nine of whom hold an appropriate early years qualification. A teacher adviser from the local authority provides guidance on the education programme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is suitably promoted. They play in a clean environment and in the room occupied by babies there is a no shoe policy. The risk of children becoming ill from cross infection is reduced as parents sign an agreement to exclude children who are sick. For much of the time staff follow hygienic procedures, for example, labelling bedding for babies and using colour coded clothes for cleaning different areas of the nursery. In the room for babies staff follow hygienic procedures for nappy changing, but this does not happen in the pre-school room. The importance of hygiene is reinforced through the daily routine as children independently wash their hands after using the bathroom and before eating. Pre-school children understand that they must wash their hands otherwise 'germs will give them a bad tummy'. There are safe procedures in place for managing both accidents and medication.

When thirsty, children in pre-school pour themselves a drink of water from the lidded jug. Younger children and babies have clearly distinguishable drinking beakers which are available both in and outdoors. Meal and snack times are a social occasion when children are joined by staff, who set an example, by eating with children. They eat a varied range of healthy meals which are cooked on site. Parents know what children eat as the menu is displayed. At lunch time babies are encouraged to feed themselves, staff occasionally assisting by putting food onto the spoon and pre-school children are independent in serving their own lunch. Children enjoy their meals and no child goes hungry as they are offered more. The personalised place mats, individually designed by each child, include details of children's special dietary requirements. Babies nestle in as they have a bottle of milk.

Children have daily opportunities to play outdoors where they are protected from the elements. In the warm weather sun screen is applied, children wear hats and play in the shade. Children wear coats and Wellington boots in wet weather so they can enjoy splashing puddles without getting wet. They explore what happens when they try to drag water along the ground with a small piece of wood. Pre-school children use large muscle skills as they move around on tricycles, use a rocker and crawl through tunnels. Co-ordination is used to kick a ball. Indoors they develop large muscle skills as they carry chairs from one area of the room to another. Babies also take exercise and develop strength in their legs and they tentatively move forward when staff put out their hands, crawl, and push around sit and ride toys. After dropping a ball to the ground toddlers chase after it. Babies cautiously put their hands in the shaving foam sprinkled with glitter and copying staff clap their hands together. As they become more confident they dig deeper into the foam until eventually they stand in it. Babies are curious, they open and close the windows on the play house and look through the gate at the traffic passing by. When one young child notices that a windmill has stopped turning in the wind, they hit it with the flap of their hand so that it turns again and repeat the exercise on numerous occasions. Babies do not get overtired as staff recognise when they need to rest. With their comforter, babies snuggle into a member of staff who gently strokes them so they quickly relax and fall asleep. When pre-school children are tired they relax on cushions and look at books.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children relax in the calm environment as they receive a warm welcome from staff. Premises are decorated and maintained to a high standard throughout. The environment is attractive

with colourful, well presented displays of children's art work, photographs and educational posters. Attention has been paid to detail, for example, the shell and dolphin stickers in the pre-school bathroom make it look very attractive. Independence is facilitated with child sized bathroom furniture, low level hooks and the broad range of clean, safe resources placed within children's reach, so they make informed decisions about what they wish to play with. Babies also have good access to many natural materials and items found within the home. There is sufficient equipment to keep babies safe, such as, cots and low level chairs with five point harnesses. Organisation within the playrooms facilitates freedom of movement so that babies have space to crawl. Those engaged in play are not disruption by their peers moving around the rooms. There is space for relaxation in the book corner with colourful mats and cushions. As children move from a room to room they have variety of environment where they are stimulated by different activities. Children also benefit from having a small covered, enclosed area to the back of the premises for messy play and a garden to the front, which offers a variety of activities which interest children.

Children play in a secure environment so they do not leave unnoticed. There are good systems in place so that children are only released to authorised adults and are protected from people who have not been vetted. The risk of an accident is greatly reduced as the high number of vigilant staff are appropriately deployed. There is a fully detailed risk assessment and accidents are reviewed to see if there are any patterns which need addressing. In the event of a fire children know how to evacuate the premises safely as they regularly practise the drill. Children learn to protect themselves, they understand the safety rules and know that when walking up or down stairs they must hold onto the low level hand rail and should not run indoors. Children know how to use tools, such as, scissors and knives safely. They also listen to a police officer who alerts them to the dangers of the road and 'stranger danger'. Children are further protected as staff have a good understanding of local safeguarding procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Babies and children new to the provision quickly settle as prior to them starting the key person talks to parents and carers in depth so that they have a good understanding of how to meet individual needs. Babies are gradually introduced to the environment. The key person gradually becomes involved in their home routine, such as, feeding, whilst parents and carers look on. Children quickly become engaged in the group and are sufficiently confident to express their views. All babies and children make very good progress and achieve their potential as there is an effective planning cycle based on the Early Years Foundation Stage. Progress is monitored against all areas and aspects of learning through observation. Each month staff collate photographs and samples of children's work which are well presented, and include pertinent comments. Staff are knowledgeable about the education programme and follow through on children's interests so they are motivated to learn.

Babies select the toys they wish to play with and some show definite preferences, as they carry a 'Pepper Pig' television character ball around with them both in and outdoors. Many babies still explore by mouthing, others use co-ordination as they begin to use tools. They bang a wooden block on a bowl. Babies learn by copying their peers and adults. Hand-eye co-ordination are used to join two pieces of construction. They listen to staff singing nursery rhymes, such as, 'If You're Happy and You Know It' and use fine muscle skills as they open and close their hands to the tune of 'Twinkle, Twinkle, Little Star'. Communication is promoted well as there is good eye contact between babies and staff, who respond to their sounds, so that young children are beginning to link words. They enjoy sharing books with a member of staff. Babies

understand that hats must go on their head and more able babies know that it is a 'white hat'. The daily routine which provides emotional security is recognised by babies. They attempt to take off their T-shirt in anticipation of messy play. Babies enjoy exploring the tins of pasta, grasping it in their hands and then releasing it. Staff show them how the pasta can be scooped up with a spade and then dropped. Babies watch and laugh as staff say, 'splat, splash' as it falls. Some enjoy the activity so much they cry when they have to leave, but are quickly distracted and happy again.

Language of children aged two to three years is also promoted well through the constant gentle interaction as provide a running commentary on what children are doing. As they use fine muscle skills to apply glue and add range of materials, textures and smells, staff discuss colours, some of which they know. Young children are keen to continue as staff praise their achievements. They listen with interest to stories and sometimes copy the words. Children join in with the words and actions to nursery rhymes, and afterwards applaud themselves. Language is used in imaginative play as they use their imagination and scooping sand onto a plate, offer it to staff explaining that it is porridge. They are curious and look outside to see parents arrive. Young children show a growing understanding of the wider world as they imitate the sound of a fire engine. When staff say that they do not know where the sun has gone, children confidently suggest 'it's behind the clouds'. Young children's knowledge is extended as staff explain the role of a vet and introduce new words, such as 'funnel'. Young children particularly like looking at themselves in the mirror and smile at their reflection.

Nursery Education

The quality of teaching and learning is satisfactory. There is an effective planning cycle, based on children's interests and next steps in learning. A baseline assessment is completed with parents so staff know at what level to pitch activities. Activity plans are fully detailed and informative. Time is managed well so that children are not rushed and have time to explore activities in depth and they are actively occupied during potential waiting periods. Most staff have a secure knowledge of the Foundation Stage, but there are inconsistencies, for example, some children fasten their own coats when going outdoors, whilst staff fasten other coats without asking children if they need assistance. For much of the time children are encouraged to discover for themselves, but when children try to work out why two magnetic blocks are not joining, staff intervene and put the blocks together. However, children do problem solve, they reason that if they did not have a plate at lunch time, the gravy would run away.

In a large group children confidently share their news from home. Children have a sense of time, and one child knows the today is Thursday because they are staying for tea. Children's verbal communication skills are generally encouraged. Staff introduce new words and for much of the time staff ask open ended questions to make them think. They use pencil control to paint pictures and mark make with chalk. There is much print around the room and children are able to recognise their names. In the play dough there are only preformed capital letters and this may cause confusion as words are usually written in lower case. Children enjoy listening to stories which are supported with story sacks, each child being able to hold a small pertinent object. They show a respect for books and some children tell stories by interpreting the pictures. Children use manipulative skills as they use the play dough. They roll it to make slugs and use cutters. After using a patterned roller, other children alert to their senses, look and feel the imprints. Children create models of giraffes and space ships from good quality construction. Children's confidence may be undermined as staff ask what it is, but to a child this is obvious. Once the models are complete staff encourage children to put them on display.

Children are able to count and recognise written numerals to 10. Staff name simple shapes, rather than using opportunities to establish what children know and taking children from that point forward. Familiar with information and communication technology they pretend to use a mobile telephone and show good mouse control as they operate simple computer programmes. Children are social and chat to visitors. They form definite friendships, some children moving from one activity to another as a group. Pre-school children are relaxed, settled and happy.

Helping children make a positive contribution

The provision is good.

Children's social, moral, spiritual and cultural development is fostered. Children have a sense of belonging and positive self image, as care is taken to display their art work and they have their named coat hook and drawer. Children are confident as all are valued and included. Staff listen to what children say and follow through on their interests. Children are consulted about what should happen with their toys from home. Staff understand the importance of working in close partnership with parents to offer emotional security to children and meet their individual needs. In response to the proactive approach to behaviour management and the example provided by staff, children are polite and very well behaved. They show a respect for the environment by assisting to tidy up toys and star charts are used for younger children. Unwanted behaviour is sensitively managed, and when it is pointed out that one child has accidentally knocked another child, they offer a cuddle to make amends.

Children learn a respect for nature when they regularly visit the reptile shop and vets. They study mini beasts and gently pick up woodlice so as not to cause them harm. Children have already named the two goldfish Bob and Wendy in anticipation of their arrival. An understanding of the local community is developed as children go for walks to the shops. They purchase stamps for their post cards and after posting, wait for their return to the nursery. Children are also visited by people from the community, such as, fire and police officer.

Children have a positive attitude to difference and have free access to a range of resources reflecting our broad society. They are curious about the world and enjoy pointing to places on the globe and asking what the countries are called. Children learn a little about what it is like in other countries as they explore ice when talking about Alaska and try to replicate the Eifel Tower from good quality construction. As children learn about the Olympics they study the flags of participating countries and taste the food. Children also learn a little about other people's cultures as they acknowledge festivals, such as, Diwali and Rosh Hashanah, with planned activities.

Partnership with parents is good, so that children's learning is enhanced. Parents are consulted about their child's development and their interests, which are used to develop an effective planning cycle. Quality information is also provided for parents about the education programme and planning through meetings, notice boards and letters, which include ideas as to how parents can continue children's learning at home. Parents share the well presented book of children's art work and photographs. Twice a year parents meet with their child's key person to discuss progress. There are also less formal opportunities for staff and parents to meet, such as, fun days and accompanying children on outings. Effective communications ensure that parents are well informed about practices within the provision and their child.

Organisation

The organisation is good.

The provider meets the needs of the range of children for whom they provide. There are rigorous recruitment procedures in place to ensure the suitability of staff to work with children. Ongoing suitability is checked via quarterly supervisions and an annual appraisal system. Staff are clear about their remit as there is a comprehensive induction and regular team meetings. All staff receive in depth training in child protection, behaviour management, paediatric first aid, manual handling and outdoor play. Keen to extend practice staff have also completed much additional training. Parents' views are sought via questionnaire with the aim of improving practice. There is a high adult to child ratio so that children receive a high level of care. Staff work as a team and are well deployed to ensure children's health, safety and welfare. Paperwork is well organised, confidentially maintained and where appropriate shared with parents. Documentation complies with both the National Standards and regulatory requirements. Staff provide a clean, colourful, child orientated environment with space for play, relaxation and physical activity. Children are very happy and settled.

Leadership and management are satisfactory. Both the manager and leader are appropriately qualified and have recently completed management training. They strive to enhance the education and care of all children and have a number of ideas for the future, for example, in the garden they plan to have number lines and to develop a planting area. Particular strengths are recognised as the effective planning based on children's interests and opportunities to investigate. Although the education programme is monitored, the full impact of the difference in the approach of staff has not been recognised.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure nappy changing of pre-school children does not pose a risk of infection

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop staff knowledge and understanding of the Foundation Stage to ensure consistency of approach.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk