

Mama Bear's Day Nursery

Inspection report for early years provision

Unique reference number EY267805
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Inspector Timothy Butcher

Setting address Former Broomhill Youth Centre, Allison Road, Brislington,
Bristol, BS4 4NZ
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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Mama Bear's Day Nursery is one of five nurseries owned by the registered person and has been registered since January 2004. It is located in the residential area of Broomhill in Brislington, Bristol. Children attend the nursery from the surrounding geographical areas. The nursery operates from a converted single storey premises and has fully enclosed play areas at the front and rear of the property. Children under the age of two years are cared for in rooms appropriate to their age group. Children between two years and under five years are grouped in an open plan playroom. The nursery opens from Monday to Friday between 07.30 and 19.00 for 51 weeks of the year.

There are currently 136 children attending the nursery throughout the week for a variety of sessions. The setting is in receipt of funding for the provision of free early education. There are 38 members of staff of whom 35 work directly with the children with the addition of three senior staff who each hold a supernumerary role. There are 17 members of staff who each hold a level 3 qualification in early years and eight members of staff who each hold a level 2 qualification in early years. The setting supports children with learning difficulties or disabilities and children who speak English as an additional language. The setting receives support from the Local Authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. Children are secure and happy in the setting. They thrive in the safe and challenging environment where they make significant progress in their learning and development. Staff provide a wide range of stimulating play activities for all children in a well organised learning environment. There is an emphasis on high quality care and an excellent partnership with parents and other professionals contributes to the individual needs of children being met very successfully. The whole staff team share a strong commitment to the ongoing and continuous improvement of the provision.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- provide further opportunities for children in the middle age group to find out about and identify the uses of everyday technology and to use information and communication technology to support their learning

The leadership and management of the early years provision

The quality of the leadership and management is excellent. Effective systems for monitoring and evaluating staff's practice ensure that the setting continually

improves the outcomes for children, such as seen through the planned changes already in progress to make the outside environment more readily accessible to all children in all weathers. Comprehensive policies, procedures and other documentation are well maintained and strongly support the smooth running of the provision and its inclusive practices. There are no breaches of specific requirements. A robust system is in place to check the suitability of staff and as a result, children are safeguarded. A well qualified staff team work enthusiastically with the children and are focused on providing high quality care and education throughout the nursery.

Inclusion is strongly promoted throughout the nursery through the clear identification of each child's individual needs. Very good links with other agencies ensure that other professionals are also able to contribute to the support of individual children and their families. Planning processes are responsive to the identified needs of children. There is a strong partnership with parents and information is comprehensively exchanged through a wide variety of means. An effective key person system is in place. Children's progress is regularly and effectively shared with their parents, such as through the summative assessments, the learning profile and the 'red book'. Up to date information such as planned activities for the day are on display along with some information about how this can be linked with learning at home. As a result, parents are fully informed about their child and involved in their learning.

Children's welfare is safeguarded because the staff have a clear knowledge and understanding of their child safeguarding responsibilities and this is securely backed by the setting's comprehensive policies and procedures.

The quality and standards of the early years provision

Children relish their time at the setting and settle quickly on arrival. All staff contribute to the welcoming and often vibrant learning environment. Free-flow activities both inside and outside enable children to exercise choice, to learn and to explore at their own pace. Children engage enthusiastically in a wide range of activities that are carefully planned, well resourced and thoughtfully presented. For example, pre-school children take their play outside and enthusiastically engage their imaginations and develop their creative skills when they choose to shape 'food' items from the dough material that they have helped make. A picnic blanket has been set out with meaningful props, such as real cutlery for them to use, and a member of staff is on hand to engage in their pretend play. They are skilfully prompted to count and to name during their play. They all go off to the sensory garden to find real mint for the 'potatoes' that they made earlier. Staff have a thorough knowledge of the Early Years Foundation Stage and use their skills effectively to support children's learning in both adult-led and child-initiated activities. Planning is responsive to the identified needs of children. Their interests are noted and this information is used well to inform future activities. Accurate observations and assessments are routinely made for each child and these effectively contribute to the learning profile and lead to the clear identification of children's next steps in learning. These processes are robustly monitored. The staff in each room work well together and know children well. As a result, children make

significant progress in their learning and development given their starting points.

A key feature of the setting is the emphasis on sensory play. Babies and toddlers have excellent opportunities to experience a wide range of textures and media. For example, they don aprons over their nappies and thoroughly explore trays of gloop, bran flakes, water and paint that has been set out for them on the floor to be easily accessible. A child tentatively touches the thick gloop but begins to investigate. The child then explores the adjacent tray of watery gloop and, together with another child, screams with delight as they excitedly splash the water. They find brushes to stir the liquid and happily experiment with the feel of the mixture on much of their bodies.

Children in Bouncy Bears at whole group time have fun and thoroughly enjoy singing, clapping, naming, counting and following the nursery rhymes with actions. Noise levels in open plan areas can sometimes be a distraction. Children are asked to 'listen with their ears' so that all children have the chance to be heard. Staff in general skilfully support the learning with open-ended questions that develop children's thinking, numeracy and communication skills. All children have some opportunity to use some information communication technology to support their learning. Further resources are being sought in particular for children in the middle age group.

Children have their health and safety strongly promoted because the whole environment is maintained to a high standard of hygiene and safety. A comprehensive assessment of potential hazards to children has been carried out and suitable safety measures are in place to reduce risks to them. Children respond well to the frequent praise and encouragement of staff and are provided with good role models. They are considerate towards each other and frequently practise taking turns.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met