



Mama Bear's Day Nursery

Inspection report for early years provision

Unique Reference Number	EY267805
Inspection date	08 February 2006
Inspector	Janice Clark
Setting Address	Former Broomhill Youth Centre, Allison Road, Brislington, Bristol, BS4 4NZ
Telephone number	0117 9728234
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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 good.

WHAT SORT OF SETTING IS IT?

Mama Bear's Day Nursery is one of three 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 next to Broomhill Junior School. Children attend the nursery from the surrounding geographical areas. The nursery operates from a converted single storey premises and has direct access to large enclosed play areas at the front and rear of the property. Children under the age of 2 years are cared for

in rooms appropriate to their age group. Children between 2 years and under 5 years are grouped in an open plan playroom. There is a library that is accessible to all nursery children. The nursery opens from Monday to Friday between 07:30 and 19:00 for 51 weeks of the year.

There are currently 58 children attending the nursery throughout the week on a variety of sessions. There are 7 children receiving funding for nursery education; of these 5 children are 3-year-olds and the rest are aged 4 years.

There are 10 members of staff who work directly with the children with the addition of the manager who holds a supernumerary role. Most members of staff hold at least a Level 3 early years qualification. The nursery is part funded to provide care for children under the Neighbourhood Nurseries Initiative. They receive support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children thrive in an environment that is warm, clean and well maintained. They enjoy the benefits of a routine that ensures a good balance of rest and play. The staff promote children's good health through sensible, appropriate policies and procedures and they consistently apply these in most areas of the nursery. For example, the spread of infection is reduced in the baby room because adults and children do not wear shoes. As a result, babies can crawl and explore on a clean floor. Older children understand the need for hand washing and become increasingly independent in their personal care. Children learn about the advantages of a healthy diet. They enjoy a variety of nutritious snacks and meals, for example: muffins; potato, broccoli and cauliflower bake; homemade flapjacks; and fresh fruit. Older children enjoy the responsibility of setting the table, serving themselves with food and clearing up afterwards. Drinking water is available to children at all times. Staff support babies well during feed times, they hold them while they are drinking from bottles and they are safely restrained in high chairs while eating their meals. Young children learn to be independent as the staff encourage them to feed themselves.

Children are physically active. Older children start their morning with a short exercise session to warm-up their bodies and prepare them for the busy day ahead. The staff use the garden as an extension to the playroom and all children flourish as they carry out every day activities in the fresh air. They confidently climb large apparatus, spin in a spinning bowl, ride wheeled toys and play ball games. They practise a range of balancing skills using a variety of challenging equipment. This promotes children's large physical skills and co-ordination. The staff support younger children particularly well in this area. Toddlers shriek with delight as they wriggle and wiggle about when they explore the ball pool. Babies are well wrapped up to keep warm as they watch the older children play and snooze in the early spring sunshine. This further contributes to children's good health.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in safety in a secure indoor and outdoor environment. Effective procedures are in place to keep them safe as they arrive and leave the nursery. Older children are cared for in an open plan room where they grow in confidence, because they are able to move around freely and unrestricted. Babies feel cosseted in a self-contained unit where their safety is paramount. Toys and equipment are bright, safe and hygienic for children to use. They are easily accessible to children and this encourages them to make independent choices in their play. Risks of accidental injury to children are minimised because staff are vigilant and use risk assessments to reduce potential hazards. For example, doors have low-level windows so adults can see children are nearby when opening a door and entering a room, radiators are covered and safety gates are in place throughout the nursery. Children learn how to keep themselves safe by moving around the nursery in a sensible manner. A child running indoors was gently told, 'Don't use your running feet because we don't want you to fall over'. Part of the outdoor play area is set out as a road and children begin to learn about road safety. Children are safe during outings due to well-planned events and high staffing ratios.

The staff take positive steps to safeguard and promote children's welfare. All required documents and procedures regarding children's health and safety are in place and kept up-to-date. A well-stocked first aid box is in place and all staff are trained in manual handling and paediatric first aid. They have a clear understanding of child protection in line with the local Area Child Protection Committee procedures.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The nursery is bright, colourful and stimulating. Children are eager to attend and enjoy their time at the setting. The staff are enthusiastic and caring, consequently children respond well to them. Staff use the Birth to three matters framework to plan fun, meaningful activities and to assess the progress of children under the age of 3 years. Babies under the age of 18 months are cared for in a comfortable self-contained unit. They enjoy interesting and safe experiences that involve using their senses. For example, they explore jelly, shiny objects, musical instruments, household items and natural materials such as sponges and coconuts. Toys and equipment are easily accessible to them. For instance, babies aged 8 months were able to participate in a water activity because the basin was at floor level. They splashed in the water, explored the bubbles and bathed the 'babies'. Staff support babies' language skills by responding positively to their babble. However, staff do not vary the resources available to children regularly to offer variety in their play or help to support their interest and further stimulate their curiosity. Children between the age of 18 months and 2 years are cared for in a room that is adjacent to the open plan area. They are able to watch the older children play and join in some of their activities, such as music and movement. This assists in a smooth transitional period when they move into the older age group. They play with toys that are appropriate to

their ages and stages of development. However, the room is not always organised to enable children to choose from a wide range of resources to offer variety and choice in their play.

Children between the age of 2 years and under 5 years play in an open plan play area with their own space according to their age group. Moveable dividers provide them with the benefits of a wider area where the differing age groups can interact. Children aged 2 years enjoy a wide range of experiences and resources that are both stimulating and varied. They move around the playroom independently and are confident and industrious in their play. They learn new skills as they use scissors, pipe cleaners, a hole punch and glue to make 'Incy, Wincey Spiders' for a display and develop language skills as they repeat the rhyme. They learn about growing plants and the importance of water. For example, they understand that plants, like them, require water to grow.

Nursery Education:

The quality of teaching and learning is good. Staff have a secure knowledge of the Foundation Stage and the stepping stones. As a result, children enjoy a wide range of stimulating and interesting activities and experiences, some of which are first hand. For instance, a visit to the local supermarket provided children with a wide range of skills. They enjoyed the social aspects of travelling together in safety. Children selected and paid for goods relating to the 'Chinese New Year' theme. These items were used for tasting activities and to set up a shop in the nursery. They explored the bakery section where they watched bread being made. A display of photographs of the outing enables children to recall their experiences and share them with their peers. Plans are detailed, informative and cover all areas of learning. Staff are enthusiastic in their delivery of the curriculum. They offer clear instructions and interact well with the children. Consequently, children achieve regular and continuous progress in all areas of learning. A clear picture of children's learning and progress is identified through the use of on-going assessment records that are linked to the stepping stones. However, these are not used effectively to adapt activities to accommodate the differing stages and ages of the children attending. As a result, younger and less able children lose concentration at times and some activities lack challenges for older children. The pre-school area is set out to encourage children to practice a range of skills and to make independent choices in their play. Staff support children well to encourage them to develop new skills, such as manipulating a mouse to assist fire fighters to put out a fire in a simple computer programme. As a result, most children are becoming confident and independent learners.

Children enjoy listening to stories such as 'Time to get out the bath, Shirley'. They extend their story time by acting out how they get themselves ready for nursery in the morning. Staff use questions effectively to develop children's curiosity, ideas and language. Children are confident to speak out in groups about their home life and experiences. The print-rich environment helps children to understand the purpose for writing and they spontaneously use writing for a purpose in their play. For instance, a 3-year-old child fetched a note pad and pencil from the writing table to write out a prescription for a child who was 'poorly'. They have access to a wide variety of books and use them as a source of information.

Children explore shape in two and three dimensions and confidently count how many sides a hexagon has. They recognise written numbers and their corresponding value and use mathematical language in their play. Children begin to develop the concept of subtraction through stories such as 'Handa's Surprise'. However, there are insufficient opportunities for children to solve simple problems in every day routines.

Children are inquisitive about the world around them and are fascinated by living things. They feed and care for African Land snails and watch them grow. They explore and investigate the outdoor play area, grow and tend to plants. They develop their senses as they look at, smell, taste and touch the herbs in the sensory garden. Children develop small manipulation skills through construction play, threading and creative activities. They use a wide range of media and experience a variety of art activities. However, children do not have sufficient opportunities to use their creative skills imaginatively. As a result, children do not experience sufficient challenges in this area.

Helping children make a positive contribution

The provision is good.

Staff provide a warm, welcoming environment and they enjoy positive relationships with parents and children. A 'time-line' of pictures helps children aged 2 years and above to gain an awareness of what comes next. As a result, they quickly settle into the routine of the day and are comfortable with their environment. Staff give careful consideration to adapting the environment through clear labelling of resources using visual symbols and print in different languages. This ensures that activities are accessible to all. Labelled displays of children's work, as well as their photographs, assist in promoting a positive self-image and a sense of belonging. Children become aware of the wider world through well thought out activities and they learn about other cultures and traditions throughout the year. They explore festivals such as Chinese New Year, Hanukah, Eid and Diwali. Children dress-up, listen to stories, try different foods, sing songs, dance and explore music and musical instruments from other countries. There are many positive images of diversity around the nursery to help children appreciate the similarities and differences of others. Children learn about their community and the people who work and live there. For instance, they regularly visit the local shops, library and the supermarket.

Children are encouraged to make decisions and be responsible for their own safety and behaviour and this is consistent throughout most areas of the nursery. For example, all children learn to put up their hands and to say 'stop' to protect themselves when they experience behaviour that is not acceptable. Toddlers are rewarded with large stars when they demonstrate good behaviour and also for their achievements, no matter how small. This assists in promoting their self-esteem. Older children discuss their feelings about what makes them happy at nursery and they agree boundaries for behaviour. Staff display these rules in the pre-school area and these are supported with children's paintings of their own interpretation of different types of behaviour. Children quickly learn to appreciate and respect the needs of others and confidently speak up for themselves. As a result, they learn to share their toys, take turns and play in harmony together. Overall, children's spiritual,

moral, social and cultural development is fostered.

Partnership with parents is good. Parents receive clear and accessible information about the provision, which includes the Foundation Stage and Birth to three matters. An effective induction process for new children means that they settle well into the nursery. Staff are sensitive and understand that the process of starting somewhere new can be difficult for both children and parents. They use this time to build positive relationships with parents and to discuss children's care and development to date. This enables younger children, in particular, to benefit from continuity and routines similar to what they already know. Staff talk to parents and provide written diaries on a daily basis to obtain and provide information about their child's care. This contributes to children's well-being. Regular newsletters and interesting articles on the notice board keep parents up to date with relevant topics and future events. Staff discuss children's development and assessment records both formally and informally and in addition parents attend an information evening about the curriculum. Consequently, parents and carers feel involved in their children's care and are confident to extend children's learning into the home.

Organisation

The organisation is satisfactory.

There is an effective recruitment and vetting procedure in place to ensure that children are well protected and cared for by appropriately qualified and vetted staff. An induction procedure informs the staff of policies and procedures and, as a result, they implement them well in most areas of the nursery. Staff work well as a team to promote children's good health, safety, enjoyment and achievement and ability to make a positive contribution. The management of staff rotas at the beginning and end of the day and an effective key worker system means that children receive continuity of care from staff who know them well. This assists in promoting children's well-being. However, staff, space and resources are not always organised appropriately to promote children's welfare during some routines. For instance, the sleeping area for children aged between 1 year and 18 months is not conducive to a quiet, restful environment. The cleaning of the baby room in the afternoon at times encroaches on children's care. Record systems are effective and work well to promote children's welfare. Documents are stored securely and confidentially and the staff share them appropriately with parents. Overall the setting meets the needs of the range of children for whom they provide.

The leadership and management of the setting is good. Regular staff meetings and planning sessions, involving the nursery manager, contribute to children participating in interesting, stimulating and fun activities. Most of the staff team are committed to extending their knowledge of childcare through further training and development. The setting is continually looking for ways to improve their practice. The manager regularly works in consultation with parents and staff and she welcomes and values their ideas. The manager and the person in charge of the pre-school group closely monitor and evaluate the programme for education and are able to recognise most strengths and weaknesses of the provision. As a result, action plans are in place to ensure the continuous improvement of the provision for nursery education.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since April 2004.

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

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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 good.

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 that the Birth to three matters approach is used consistently throughout the nursery to promote variety and choice in children's play, in particular in the under 2-years age group
- ensure that staff, space and resources are organised appropriately to promote children's welfare during daily routines

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):

- evaluate children's assessment and development records to ensure that they are used to inform the planning of children's future learning, in particular to offer support to younger and less able children and appropriate challenges for older children
- continue to assess the strengths and weaknesses in the education provision to ensure gaps are highlighted and actioned

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