

Mama Bear's Day Nursery

Inspection report for early years provision

Unique reference number	EY415007
Inspection date	20/01/2011
Inspector	Nigel Smith
Setting address	Parkwall Primary School, Earlstone Crescent, BRISTOL, BS30 8AA
Telephone number	01179582033
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Type of setting	Childcare on non-domestic premises

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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).

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.

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Description of the setting

Mama Bear's Day Nursery and Pre-school is privately owned. It was registered in 2010 and operates from three rooms at the Parkwall Primary School campus, Cadbury Heath, South Gloucestershire. The nursery is run independently from the school and welcomes children from the wider community. Children have access to a secure enclosed outdoor play area. The setting is open each weekday for 51 weeks in the year, from 7.30am to 7pm.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 59 children in the early years age group and on the compulsory part of Childcare Register may attend the setting at any one time, of whom no more than 59 may be in the early years age group. There are currently 24 children in the early years age group on roll. The setting supports children with special educational needs and/or disabilities.

There are four members of staff, all of whom hold appropriate early years qualifications to at least NVQ level 2. The setting provides funded early education for two, three and four-year-old children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development because staff know the children well and take account of their individual needs and interests in order to plan effectively. Most activities with the children strongly promote a broad learning experience. Procedures and policies are thorough and implemented to ensure that children's health and safety are actively promoted. Overall, links with parents build effective partnerships to promote children's learning. Rigorous strategies for self-evaluation identify priorities for improvement which results in good outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the learning opportunities for children when using natural materials in the outside area.
- develop further the provision of information about the concepts of learning through play in the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well as the policy relating to child protection is robust and well understood by staff. Effective risk assessments ensure that the premises and resources are safe and suitable for children to use. Sound employment procedures are in place to make sure that adults working with children are suitable for their roles, with induction arrangements and an appraisal system in place.

The nursery is well equipped, with a wide range of high quality resources available to support children's learning and development. Children benefit from good levels of adult support. Practitioners actively promote inclusion as they acknowledge and value differences, ensuring that their plans take account of children's individual needs. Children's cultures are respected and shared with other children. Staff take positive steps to learn key words in order to help children for whom English is an additional language to settle. Robust arrangements for self-evaluation effectively identify areas for development in the nursery. The management team highlight areas for improvement, and take positive action to drive future progress. Staff are all supported to develop their skills through regular team meetings and through training with colleagues and attending courses offered by outside providers.

Parents and carers are actively encouraged to have a strong involvement in the setting. They have good opportunities to regularly contribute to children's activities and learning experiences. However, the nursery has not yet been able to hold a planned session to fully share the Early Years Foundation Stage's concepts of learning through play with all of the parents. The nursery has effective systems to identify and liaise with other settings the children attend to ensure that development and learning records and other relevant information are shared. They have close links with the school where they are based, and with the local community.

The quality and standards of the early years provision and outcomes for children

Children make good progress in their learning and development. Adults have a good awareness of their individual interests and needs and use this knowledge to plan effectively for their next steps. Starting points are effectively measured, which means that staff promote children's learning when they start.. A well-established programme of observation and assessment is used alongside information from parents to gain information to be used to map children's progress towards the early learning goals. Children for whom English is an additional language are well supported in liaison with their parents who provide lists of words to enhance settling and learning. The well-balanced programme of adult and child-led activities stimulates children's interest in their in their learning. Children progress well in all areas of learning which means that they actively develop skills for the future.

Children are confident to talk to staff and each other, for example a child says that

they now like ravioli at teatime. They freely select books and take them to staff to read. They learn to make marks by using a variety of materials such as shaving foam as well as paint and chalks. Their personal social and emotional development is promoted well as they learn the 'golden rules' and choose what they put in their individual trays. Their problem solving, reasoning and numeracy skills develop as they count how long a marble takes to descend a run, weigh items with luggage scales, and measure cooking ingredients.

Children enjoy learning about the world as they hunt for bugs in the garden, feed the nursery snails and measure how much they have eaten, and role play a variety of settings such as shops and hospitals. However, some opportunities are missed for children to make full use of materials such as sand when outside. Children have excellent opportunities to learn about different cultures, for example by taking part in a Filipino festival with guidance from the family of one of the children attending. Daily opportunities to use the garden promote children's physical development, for example using wheeled toys, and moving in a variety of ways on the obstacle course. Regular opportunities for role play stimulate children's creativity and staff imaginatively use weather conditions, for example to look at and make marks in the frost and to search for animal tracks in the snow.

Children learn to keep themselves safe as they are familiar with the 'golden rules', practise their road drill on outings and take part in regular fire evacuation drills. They learn about a healthy lifestyle, for example, by going out for fresh air in all weathers and helping themselves to fruit in the mornings. Children have good access to drinking water to ensure that they do not become thirsty, with each child having a labelled bottle. They make their choices from the healthy meals served and are encouraged to have additional helpings.

Children behave well and respond to the staff's reminders about the rules. They show a strong sense of belonging, for example they enjoy relaxed mealtimes with the staff and they take the nursery bear on their holidays, bringing it back with their photos. They enthusiastically help to tidy up the equipment in the outside area.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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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