

Mama Bear's Day Nursery

Former Broomhill Youth Centre, Allison Road, Brislington, Bristol, BS4 4NZ

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| Inspection date | 16/12/2013 |
| Previous inspection date | 29/06/2009 |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | Previous inspection: | |
| How well the early years provision meets the needs of the range of children who attend | | 2 |
| The contribution of the early years provision to the well-being of children | | 2 |
| The effectiveness of the leadership and management of the early years provision | | 2 |

The quality and standards of the early years provision

This provision is good

- Staff organise the premises and resources well to enable children to initiate activities and become independent learners.
- Staff develop strong partnerships with parents, other providers and outside agencies, which helps to ensure that they meet children's individual needs and promote their well-being well.
- Children make good progress in their personal social and emotional development because staff use all opportunities to promote their independence.
- Staff effectively and sensitively support children in settling in and moving on to another room, so children settle quickly and are happy and confident.

It is not yet outstanding because

- Staff occasionally miss teaching opportunities to promote children's mathematical development fully.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all areas of the indoor and outside environment.
- The inspector held a meeting with the registered provider, regional general manager and nursery manager.
- The inspector spoke to parents and took account of the nursery's self-evaluation and parents' survey.
- The inspector checked safeguarding information.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

Inspector

Elaine Douglas

Full report

Information about the setting

Mama Bear's Day Nursery is one of 19 nurseries owned by a family group. This nursery registered in January 2004. It is located in the residential area of Broomhill in Brislington, Bristol. It operates from converted single storey premises and has fully enclosed play areas at the front and rear of the property. There are three main playrooms, each with their own enclosed outside area and toilet facilities. The nursery opens each weekday from 7.30am to 7pm for 51 weeks of the year. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 123 children in the early years age range on roll. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery supports children who are learning English as an additional language and those with special educational needs and/or disabilities. There are 32 members of staff, of whom two hold Qualified Teacher Status, one member of staff has a childcare qualification at level 4, 13 staff have a qualification at level 3 and seven staff have a childcare qualification at level 2. There are four staff working towards a childcare qualification at level 3 and two staff working towards a qualification at level 2. They are supported by Head Office staff and a Regional General Manager.

What the setting needs to do to improve further

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

- improve staff awareness of how to further support children's mathematical development, for example by helping children to recognise patterns and categorise items by shape, colour or size.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a good knowledge of child development and the way individual children enjoy learning. Staff seek extensive information on children's starting points and through regular observations plan very effectively for every child's next stages of development. Parents comment that they receive good information on the activities so that they can extend their children's learning at home. Staff use very effective systems to monitor children's development and summarise children's learning every term so that they can identify any additional support needed. Staff plan, an exciting range of activities, so that children enjoy their learning, are motivated and persevere with new skills. As a result, all children make at least good progress in their learning and development.

Staff encourage children to want to be involved in activities. They role-model possibilities are enthusiastic and ask children for suggestions. As a result, children demonstrate good

concentration and remain at activities until they complete them to their own satisfaction. Babies explore resources using all their senses. They show surprise and excitement as they learn the affect of what happens when they push buttons. They repeat their new skills and persevere with new challenges. Staff name items as they point to them so that young children begin to repeat them and build their vocabulary. Staff follow young children's lead, noticing what gains their attention. For example, a young child points and staff get them the balloons; this encourages their physical development as they hit them and move after them in a range of ways. Children enthusiastically join in with songs and actions because staff notice them playing with toy animals and engage them in singing songs about them, such as 'Five Little Ducks'. The children join in with actions and some words; even babies bounce on their bottoms and clap. The nurturing environment builds children's confidence to have the desire and willingness to learn through trial and error. They explore art and craft materials and staff encourage them to comment on how the materials look and feel. Staff encourage children to count and understand size. For example, children make a castle and staff ask if they could fit inside. Children then add more pieces to try to make it as tall as them. However, staff occasionally miss some teaching opportunities to extend children's mathematical development. For example, when children play with shapes staff do not encourage matching, sequencing or sorting of them.

Children make good progress in their prime areas of learning. Staff enable children to be highly independent and provide just enough support and encouragement for children to want to achieve. For example, children get scissors and practise their cutting skills, when they struggle staff demonstrate how to hold the scissors correctly and then hold the paper straight for them. Children are then very pleased with their achievements. At mealtimes, staff encourage children of all ages to feed themselves and some serve their food and pour their drinks. Staff skilfully use daily routines to promote children's development. For example, when a young child spills their drink a member of staff encourages them to help clear it up. This not only promotes their personal social and emotional development and physical development but also their understanding of safe practices. Staff encourage good communication skills throughout all routines and activities. For example, they give young children simple choices using visual aids and children learn to use words to express their wishes. Staff engage children in conversations about their interests and home life. For example, children describe how they remember making a snowman. Staff extend the conversation by asking good open-ended questions so that children mention the process they went through and the items they used. When using the computer staff ask 'how did you do that?' so children explain and demonstrate what they did. All of these skills prepare children well for their next stage of learning and school.

The contribution of the early years provision to the well-being of children

All children are confident in the nursery environment. The good key person system provides children with a special adult who helps them to settle and feel secure. Staff find out extensive information on children's individual needs and seek support for parents, which has a positive impact on children's well-being. Parents comment on the staff really understanding their child as an individual and children visibly demonstrate their affection for staff. Staff gain good information on anything that may affect children's behaviour and

work in partnership with parents exceptionally well to support children's emotional development. For example, staff use dictaphones for parents with children learning English as an additional language, so that they can hear a familiar voice using correct pronunciations of their first language. Staff support children moving rooms, very sensitively. The new key person gets to know them in their familiar surroundings and then children visit their new room with their current key person. Staff adjust the time this takes according to the child's needs. This means that children soon settle and quickly become familiar and confident in their new surroundings.

Children understand expectations and spontaneously use good manners. Children play together well because staff encourage them to share and think of each other's feelings. Children are extremely proud when they receive a sticker or praise from staff, as a result, they want to help. Older children learn to manage their own behaviour, using sand timers to share equipment or to know when to tidy up, for example. Children gain a positive awareness of people's differences, they learn about each other's languages and cultural backgrounds, so that all children gain a sense of value and belonging. Staff provide support for children's moving on to school. Staff provide school uniforms and photographs of their school for the eldest children. This prepares them well both by acting out what they may expect and in independently managing their school clothes.

Staff plan the environments well, so that children can access resources and make independent choices. For example, older children select pens and their name cards, they practise forming letters and reading their name. Others explore instruments, experimenting with the sounds of a real piano, guitar and drum. Staff take children into the local community and have visitors to the nursery, to provide real experiences and extend children's learning. For example, children get up close to and learn to handle zoo creatures with care. Staff regularly evaluate the way children use the environment and then make changes to ensure all children have equal access to resources both indoors and outside.

Children develop good healthy practices; they all gain a good understanding of the importance of being outside and having exercise, as they use their enclosed outdoor areas all year round. There are canopies to provide shelter from the sun and rain. The under two's garden is accessed via a ramp and is entirely under cover, with soft surfacing. Children learn to dress appropriately for the weather. For example, they thoroughly enjoy seeing what happens as they splash in the puddles in their boots. Mealtimes are a social occasion with staff sitting with the children, providing good role models by encouraging healthy eating. They help children access fresh water, both inside and outdoors, by having their name and picture on their drinking bottle or beaker. Staff follow good hygienic nappy changing procedures to protect young children's health. Staff encourage older children to assess risks for themselves. They use good resources, such as high visibility jackets, hard hats and oven gloves in their role-play, so they can act out and practise their understanding of keeping safe. Parents comment that their children tell them about safety rules at the nursery. For example, children know that they need to be careful in the bathroom because staff use a hazard sign when they mop the floor.

The effectiveness of the leadership and management of the early years provision

The management team have a good understanding of their responsibilities in meeting the requirements of the Statutory Framework for the Early Years Foundation Stage. They have stringent procedures in place to recruit staff and safeguard children. The management team attend advanced interagency child protection training and all staff have regular safeguarding training. Consequently, they have a very secure knowledge of protecting children's welfare. There are extensive induction programmes for staff so that they have a good awareness of their roles and responsibilities. The inspection took place following a concern that staff left a child unsupervised in one of the gardens for a few minutes. The inspection found that this did happen but the staff have a good understanding of their responsibilities and now always follow the nursery's procedures for the constant supervision of the children. They count how many children are in the garden and check they are all present when they come inside. The provider took the matter very seriously, although the child came to no harm, as they could not leave the area. Staff had recently risk assessed all areas and took additional action to make the outdoor premises completely secure. The manager held an immediate meeting to reinforce the nursery's supervision policy. She investigated the incident and took appropriate action to ensure that staff implement nursery procedures effectively. However, the provider failed to inform Ofsted of this significant event and this is a breach of a legal requirement. There was a reasonable excuse and so on this occasion Ofsted does not intend to take action against the provider.

The management use several effective systems to evaluate practice and set actions for development. They actively seek parents' opinions and collate the information. From parents' feedback, the setting now displays activities in the baby and toddler unit. They have recently implemented visual timetables. This provides support and greater understanding for children who are new to the setting, children with speech and language difficulties, and those who speak English as an additional language. Through staff and peer supervision and appraisals the management identify effective training that will increase staff knowledge and improve outcomes for children. These include understanding and recognising the characteristics of effective teaching and learning, children's interests and observations, and 'Forest School' skills. Staff have additional responsibilities according to their experience and expertise. For example, the qualified teacher is also the planning coordinator and special educational needs coordinator. The new nursery manager has reviewed the key person system and is implementing a buddy system. This is so that they carry out children's personal care and provide feedback to parents in the key person's absence. All of which demonstrates a strong capacity for continuous improvement.

The partnership with parents is very strong. Parents comment positively on the extensive information they receive on the provision and their child's development. Staff give them daily feedback and the regular parents' evenings provide opportunities to look at records and have discussions in more detail. Staff involve parents in the required progress check for two-year-old children; in addition they monitor every child each term. This enables the management to have an ongoing ability to identify any concerns about a child's development very quickly. Then, through the highly effective partnerships with the local children's centre and outside agencies they ensure children and their families receive

additional support. Parents give consent so that staff can have close working relationships with any other provider or professional involved in their children's care or development. This promotes children's welfare and helps them to reach their full potential.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
|---------|----------------------|--|
| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning. |
| Grade 3 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection. |
| Met | | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration. |

Inspection

This inspection was carried out by Ofsted 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.

Setting details

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| Unique reference number | EY267805 |
| Local authority | Bristol City |
| Inspection number | 946819 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 74 |
| Number of children on roll | 123 |
| Name of provider | Mama Bear's Day Nursery Ltd |
| Date of previous inspection | 29/06/2009 |
| Telephone number | 0117 9728234 |

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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