

# Mama Bear's Day Nursery

Parkwall Primary School, Earlstone Crescent, BRISTOL, BS30 8AA

<b>Inspection date</b>	13/02/2014
Previous inspection date	20/01/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Children are progressing well relative to their starting points, because the staff have a good understanding about children's individual needs, interests and next steps.
- The safeguarding requirements are met effectively, and as a result children's well-being is promoted well.
- Children are confident, happy and well occupied with a balanced range of activities and easily accessible resources.
- There are good partnerships with parents, carers and other early years settings and detailed information is regularly shared between them.

### It is not yet outstanding because

- At times adults struggle to help the newest children to understand the rules of the setting, which means some children try to do things they should not be doing.

## 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 inspectors observed activities in three playrooms.
- The inspectors held meetings with the manager of the provision.
- The inspectors invited the manager to carry out a joint observation.
- The inspectors took into account the views of parents and carers spoken to on the day.  
The inspectors sampled a range of documentation including children's records,
- safeguarding procedures, complaints log, suitability checks of the staff, policies and procedures.

## Inspector

Hilary Tierney

## Full report

### Information about the setting

Mama Bear's Day Nursery and Pre-School opened in 2010 and is one of 19 nurseries owned by a family group. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery 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 three play rooms, toilets and a secure enclosed outdoor play area. The nursery is open each weekday for 51 weeks in the year, from 7.30am to 7pm, except for bank holidays. There are currently 55 children in the early years age group on roll. The nursery provides funded early education for two, three and four year old children. The nursery offers support for children with special educational needs and/or disabilities and those who learn English as an additional language. There are eight members of staff who work directly with the children, of whom, six hold appropriate early years qualifications at level 2 and 3. The nursery has completed The Bristol Standard in Early Years Care Quality Assurance Scheme.

### What the setting needs to do to improve further

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

- consider ways how to improve strategies to manage new children's behaviour, with particular reference to the two-year-old children, so all adults are consistent and follow policy procedures.

### Inspection judgements

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

The staff provide a warm, welcoming environment where children can learn and play happily. Children are progressing well relative to their starting points because the staff are providing a good range of balanced activities based on children's interests and next steps. Staff have a sound knowledge and understanding of the Early Years Foundation Stage. As a result, staff are able to complete detailed, effective observations and assessments on their key children that help them clearly identify which children require extra support and challenge.

Children enjoy looking at books alone and with the staff. Children are able to sit in a cosy corner and look at books. Children are beginning to learn and develop their language skills through being encouraged to talk and interact with staff and each other. Children have easy access to writing materials, which helps to develop their early writing skills. They enjoy mark making and talking with staff about what they have made. Children enjoy talking to staff about objects, and staff use good open questions to help them think and

problem solve. For example, children talk about items of fruit, what they like to eat, what the fruits feel like and what they taste like when they eat them.

Children develop their personal, social and emotional skills through the staff teaching them how to behave and interact with others. Staff remind the pre-school children about sharing and taking turns, and helping to tidy up and staff use a bell to give children warnings about when it is time to tidy up. Younger children enjoy water play, and laugh and giggle as they squirt water through a water wheel. The member of staff reminds them to take turns and explains to them that each can have a go, and when they have pushed the water up, their friend will need to take a turn.

Children enjoy developing their imagination. Staff encourage the children to explore different textures and enable them to play in shaving foam with cars and small world resources. Children talk with the member of staff about what the foam feels like, what it smells like and how they can hide things in the tray. Children then decide they would like to add water to see what will happen. The member of staff gets a bowl of water with some pink colour in and the children help to add the water. The foam disappears and the children are fascinated. They continue to play in the water, talking about what has happened and what the water now feels like. Staff support all children well in acquiring the skills, attitudes and dispositions they need to be ready for school or their next stage of learning.

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

Children are happy, comfortable and settled in their surroundings. The key person system works well which means that younger children are able to develop close attachments with their key person. Staff know their children well and recognise children's individual needs and meet them well. For example, staff sit near children during snack times to reassure their key child as they eat. Children are grouped according to their ages and this means they form appropriate friendships with their peers. At the end of the day when numbers are low, children mix with other age groups, which helps them develop their social skills further. Children are well behaved and understand the rules of the setting. When dealing with children, staff are generally consistent in their behaviour management. However, at times staff struggle with their approach in helping the new younger children to understand the rules of the nursery. For example, staff recognise that some children need close supervision. However, when the person allocated to supervise the children closely is off, they realise this and do things they know they should not be doing, such as knocking over other children's building bricks.

Children are beginning to learn about healthy lifestyles. They understand about hand washing before meals, after using the toilet and being outside. Staff also help younger children to clean their faces after meals. Staff gently remind children after they have used the toilet about washing their hands, if they forget. Nappy changing procedures are good. The privacy of younger children is maintained as their nappies are changed. Staff keep a record of when nappy changes take place and this helps to prevent a child's nappy being forgotten. This system has recently been strengthened as staff now also record when a

child's nappy has been checked and no nappy change was needed to reassure parents their child is comfortable throughout the day. Children are beginning to learn about healthy eating. Children are encouraged to eat healthy snacks and enjoy being able to help themselves to fruit at snack time. Children are able to access their own water bottles at all times and staff regularly remind them to drink plenty of fluids. Staff sit with children during snack and meal times, which helps to encourage children to sit well to eat. However, at times some of the new younger children try and get up and run around during meal times. Staff gently encourage them to sit back down and wait for their next course. Children enjoy being able to access fresh air and exercise. They have regular opportunities to play outside in the enclosed garden area where they enjoy digging, running and exploring. Children wear appropriate clothing for outdoor play, such as wellington boots to play in the mud.

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

The management and provider have a good understanding of their responsibilities in meeting the safeguarding and welfare requirements. They have good procedures for the checking of staff to help ensure they are suitable to work with children. A clear induction, appraisal and monitoring system ensure that staff work well as a team and are able to contribute to the evaluation processes in the nursery. Staff training needs are clearly identified and help to ensure staff qualifications are kept up-to-date. Staff are fully aware of the safeguarding procedures to follow should they have any concerns about a child in their care. They keep detailed records of any accidents that children may have or any medication that children may be given and ensure these records are shared with parents. All necessary parental permissions are obtained. The owners, manager and staff have a good awareness of their responsibilities in meeting the learning and development requirements. Staff completed detailed observations and assessments on their key children; as a result, activities provided target children's next steps and interests. Staff complete progress checks for children aged two years and share these with parents, which helps them to monitor children who may need extra support.

Partnerships with parents and carers are good and developing effectively. Detailed information is shared with parents on a regular basis, such as the grouping of children at different times of the day. Verbal exchanges of information take place on a daily basis, which helps to keep parents informed. Regular parents' evenings help to help keep them informed about their child's progress, through the sharing of children's learning journals. A detailed notice board contains information of future events and relevant information such as how to recognise staff and their role in the setting. Parents comment on how happy they are with the care provided and how settled their children are. All parents spoken to knew their child's key person and who to speak to if they have any concerns. Management take any concerns from parents seriously, and investigate and respond to them to as required. Partnerships with other professionals and early years settings that children attend are developing well, and detailed information is shared between them to ensure that all adults are able to contribute to the child's learning.

The manger and staff demonstrate a drive to improve and work well as a team to provide good quality childcare. The evaluation of the nursery has been generally effective with areas to develop that will benefit the children being clearly identified. The nursery has completed the Bristol Standards Quality Assurance scheme, which has helped them continue to evaluate their practice.

### **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

<b>Unique reference number</b>	EY415007
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	952992
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	59
<b>Number of children on roll</b>	55
<b>Name of provider</b>	Mama Bear's Day Nursery Ltd
<b>Date of previous inspection</b>	20/01/2011
<b>Telephone number</b>	0117 960 1892

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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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