

# Mama Bear's Day Nursery

216 Allison Road, Brislington, Bristol, BS4 4NZ



## Inspection date

3 February 2017

Previous inspection date

19 February 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The quality of teaching is inconsistent. Some staff are not fully effective in using children's interests in activities to extend their learning.
- Staff do not make the best use of the monitoring of children's progress to accurately identify and address areas where there are gaps in their development. Children make progress overall but this is not as coordinated as possible to ensure they achieve all that they are capable of.
- Staff are not consistently effective in using space and the organisation of routines. Time is not managed well to respond to children's need to have energetic physical play or to spend time outdoors.
- Self-evaluation has not accurately identified areas for improvement to raise the quality of care and teaching.

### It has the following strengths

- Staff develop secure links with the parents. They keep them well informed about their children's progress. Parents are happy with the care that their children receive.
- Children are confident and develop bonds with the other children and the staff. For example, even the youngest children learn to be independent at managing their own needs, such as putting their coats on.
- The indoor environment is well organised to allow the children to make their own choices about what they would like to play with.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
■ offer more support and guidance for staff to raise teaching to a consistently good level	03/03/2017
■ improve the assessment and planning process to ensure that activities and interactions challenge and focus children on what they need to learn next, to help them make consistently good progress across all areas of learning.	03/03/2017

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

- review and improve the arrangements to use the outdoor learning environment to support those children who learn best outdoors
- improve self-evaluation to identify and address weaknesses in the quality of teaching and improve outcomes for children.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector sampled a range of documentation.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the manager and provider.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.

### Inspector

Victoria Nicolson

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Leaders and staff fully understand the local procedures to follow if they have concerns about a child's welfare. The leaders and the manager follow a rigorous procedure to ensure that they employ staff who are suitable to work with the children. All staff take part in regular training and have meetings with the management to keep them up to date with changes to policies. The manager carries out regular supervision meetings to monitor the staff's performance. However, the inconsistencies in teaching have not been identified as a weakness as part of the monitoring process. Staff have secure relationships with the parents. Parents have regular opportunities to share their views and opinions with the management. For example, they complete questionnaires and comment forms. Self-evaluation is regularly reviewed, although this does not accurately identify areas for improvement.

### Quality of teaching, learning and assessment requires improvement

At times, staff miss opportunities to extend children's learning and do not allow enough time for children to explain and discuss their ideas. Young children enjoy quiet time to listen to stories in small groups. The youngest children use play dough to develop their physical skills; however, staff miss good opportunities that arise to encourage mathematical awareness. The leaders and the manager monitor the progress of all of the children to identify gaps in their development. However, the information gathered is not used effectively to plan challenging activities and experiences.

### Personal development, behaviour and welfare require improvement

Children settle well. Overall, children are motivated and eager to be involved in activities. For example, they rush to the table to take part in a painting activity. Children develop their imaginative skills well and enjoy involving their friends in their play. For example, they pretended to run away from a poster showing a 'scary' character from a story and enjoyed making the plastic insects 'attack'. Staff celebrate the children's home languages and use these alongside English during play. For example, children are encouraged to count in different languages. Children who prefer to learn outdoors do not consistently have opportunities to explore the outdoor space.

### Outcomes for children require improvement

Children are confident and are adequately prepared for moving on in their learning. They learn skills which help them to be independent. For example, young children wash their hands before meals and older children serve their own meals. Children behave well and are able to follow instructions given by the staff. For example, they share out the plates and cutlery at mealtimes.

## Setting details

<b>Unique reference number</b>	EY267805
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	1068663
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	72
<b>Number of children on roll</b>	99
<b>Name of registered person</b>	Mama Bear's Day Nursery Ltd
<b>Registered person unique reference number</b>	RP901325
<b>Date of previous inspection</b>	19 February 2014
<b>Telephone number</b>	0117 9728234

Mama Bear's nursery registered in 2004. It is located in the residential area of Broomhill in Brislington, Bristol. The nursery opens each weekday from 7.30am to 7pm for 51 weeks of the year. The nursery receives funding to provide free early education for children aged two, three and four years. There are 18 members of staff; of these, one holds a qualification at level 6, 11 staff have qualifications at level 3, and five staff have qualifications at level 2.

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