

Mama Bear's Day Nursery and Pre-school

3a Coronation Road, Downend, Bristol, BS16 5SN



Inspection date

8 August 2017

Previous inspection date

11 July 2014

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|---|-------------------------|-----------------------------|----------|
| | 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:

- Not all staff are confident in their knowledge of protecting children from extreme views and behaviours, despite receiving training, to support all aspects of children's welfare.
- Staff do not consistently make accurate assessments of children's progress and the manager does not monitor these precisely. Some gaps in children's development are not quickly identified and addressed, and not all children make the progress of which they are capable.
- Staff supervision and coaching are not effective enough. Staff do not receive clear feedback on their teaching practice or have many opportunities to learn new skills to raise the quality of teaching to a consistently good level.
- Self-evaluation is not fully effective to identify all key areas for improvement.

It has the following strengths

- Children are well behaved. They learn to share, take turns and play cooperatively with their friends. Children form secure relationships with the adults caring for them.
- Partnerships with parents are strong. Parents receive detailed information about their children's care routines. They enjoy the suggestions about activities they can do at home with their children to support their development.
- Children develop a positive attitude towards fresh air and exercise. They enjoy playing outside and have plenty of opportunities to develop their physical skills.

What the setting needs to do to improve further

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

| | Due Date |
|--|-----------------|
| ■ ensure all staff have a secure knowledge and understanding of the 'Prevent' duty guidance to further support children's welfare | 08/09/2017 |
| ■ improve the accuracy and monitoring of children's assessments to ensure that gaps in development are swiftly identified and addressed so all children make good progress | 08/10/2017 |
| ■ make effective use of staff supervision and coaching to raise the quality of teaching to a consistently good level. | 08/10/2017 |

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

- make effective use of self-evaluation to identify and address key areas for improvement to raise the quality of the provision for all children.

Inspection activities

- The inspector observed staff interacting with the children indoors and outdoors.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector had a meeting with the manager, sampled some documentation, including staff suitability checks and qualifications, and discussed self-evaluation.
- The inspector spoke to some parents and took into account their views.
- The inspector carried out a joint observation with the manager.

Inspector

Charlotte Jenkin

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Overall, the safeguarding lead and staff have a secure understanding of the signs that a child may be at risk of harm. They know the procedures to follow if concerned about a child's welfare or the conduct of a colleague. However, despite receiving training, some staff are not confident in their knowledge of the 'Prevent' duty guidance to protect children from extreme behaviours and views, to further support children's welfare. Recruitment procedures are effective and the manager assesses staff's ongoing suitability. The manager does not monitor assessments of children's progress precisely enough to ensure they are accurate. Some gaps in children's development are not quickly identified and addressed to ensure children receive any extra support they may need. Staff supervision and coaching do not focus on identifying weaknesses in teaching practice. Staff mainly complete mandatory training, such as first aid and child protection. They do not have many opportunities to learn and develop new skills, to raise the quality of their teaching to a consistently good level. Self-evaluation does not highlight the most important areas for development.

Quality of teaching, learning and assessment requires improvement

Staff interact with the children during activities and praise them for their achievements. Children are occupied and engaged. Staff do not consistently use strategies to challenge and extend children's learning or promote their development further. For example, staff have picture cards to aid children's communication skills. These are not used consistently, particularly for those children who are not reaching expected levels of development. At times, staff ask children questions that require a one-word answer. They do not encourage children's thinking and problem-solving skills effectively. Staff do not precisely tailor activities to help all children quickly reach their next steps in learning.

Personal development, behaviour and welfare require improvement

Children form secure attachments with staff. Children have a familiar adult to turn to for reassurance and comfort, and to tend to their personal needs. However, staff are less effective in ensuring all children's developmental needs are fully met. Children receive balanced snacks and meals. They have regular access to physical activity, as part of a healthy lifestyle. Children have opportunities to learn about the lives of others, including the festivals their friends enjoy at home. Children gain independence skills. For example, young children put on their shoes and older children serve their own lunch.

Outcomes for children require improvement

Not all children make the best possible progress in their learning and some gaps in their development are not quickly closing. Nonetheless, most children gain some useful skills in preparation for school. Older children are confident, concentrate well and play cooperatively with their friends. They use tools and equipment that help develop their hand muscles in readiness for writing. For example, children use tongs to pick up toy fruits. Children make independent choices in their play.

Setting details

| | |
|--|-----------------------------|
| Unique reference number | EY402948 |
| Local authority | South Gloucestershire |
| Inspection number | 1071225 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 0 - 4 |
| Total number of places | 64 |
| Number of children on roll | 74 |
| Name of registered person | Mama Bear's Day Nursery Ltd |
| Registered person unique reference number | RP901325 |
| Date of previous inspection | 11 July 2014 |
| Telephone number | 01179565893 |

Mama Bear's Day Nursery registered in 2010. It is one of a number of local nurseries operated by the same family-run company. The nursery operates in Downend, South Gloucestershire. Onsite parking for drop-off and pick-up is available, and the building is accessible to those with limited mobility. The nursery opens Monday to Friday, for 51 weeks a year, from 7.30am to 6pm with an additional hour from 6pm to 7pm where needed. The nursery receives funding for the provision of free early years education for children aged two, three and four years. A team of 17 members of staff is employed. Of these, 15 have appropriate childcare qualifications at level 2, 3 or 4.

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