

# Mama Bear's Day Nursery (Pre-School)

63 Downend Road, Downend, Bristol, BS16 5UF



<b>Inspection date</b>	21 November 2016
Previous inspection date	19 November 2013

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

## Summary of key findings for parents

### This provision is good

- The manager and staff are well qualified and know children well. They provide a broad range of learning experiences that help challenge children and build on their interests. Children make good progress from their initial starting points.
- The manager and staff are good role models. Children behave well and are developing strong friendships with each other. They are kind, tolerant and understand how to share and take turns.
- Partnerships with parents are highly effective. The manager and staff keep parents well informed about their children's progress, and how to support learning at home. Parents are very complimentary about the nursery. They report that they are confident that their children are making good progress and are well looked after.
- The manager and staff have successfully addressed the areas for improvement set at the last inspection. The manager makes good use of the expertise of her regional management team to help maintain children's good outcomes.

### It is not yet outstanding because:

- Occasionally, staff intervene too quickly and do not always provide opportunities for children to extend their vocabulary, or to share and develop their own ideas.
- Although the manager monitors staff practice, she does not always evaluate staff teaching skills critically enough to develop their practice to the highest level.

## What the setting needs to do to improve further

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

- provide children with more opportunities to extend their growing vocabulary and to develop their thinking skills to the highest possible level
- improve arrangements for monitoring staff's teaching skills, in order to raise the quality of teaching to an even higher level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation including attendance records; accidents and incident records; staff suitability checks; the self-assessment information; children's observation, assessment and planning records; and documentation linked to managing children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the manager and regional management team.
- The inspector completed a joint observation with the manager.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection and from written feedback.

### Inspector

Julie Swann

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff keep their knowledge of child protection up to date. They know the procedures to follow if they have concerns about children's welfare. The manager has thorough recruitment, induction and vetting processes in place, to ensure all staff are suitable to care for children. The manager tracks and monitors the progress of all children. Any gaps in learning are closed in a timely manner. Overall, the monitoring of staff's practice is supportive. Staff have one-to-one meetings with the manager and annual appraisals. The manager and staff are committed to continuing their professional development. For example, they confidently talk about the impact that 'learning through play' training has on their practice and on children's outcomes. The manager and staff have developed good links with the local schools to support continuity in children's care and learning.

### Quality of teaching, learning and assessment is good

Staff observe and make accurate assessments of what children can do. They use this knowledge to help plan for the next steps in children's learning. Overall, staff support children's communication and language skills effectively. For example, children talk avidly about ingredients when making dough and staff model new words such as 'fragrance' and 'non-toxic'. Staff use inventive ways to teach children about their current interests. For example, children make patterns and flags using coloured rice, and explore how paint colours change when they mix them with their hands. Children enjoy listening to, and joining in with, festive singing sessions. Staff enhance this learning with signs and actions for them to copy. Children are imaginative in their play. For example, they pretend they are feeding tigers and monkeys, and flying an aeroplane over the Indian Ocean.

### Personal development, behaviour and welfare are good

Children develop a good sense of belonging. Staff individually welcome each child and children confidently make choices about what they want to do. Staff support children to be independent and to take responsibility for carrying out small tasks. For example, children attend to their self-care needs and enjoy serving themselves at lunchtime. Children are physically active and access the outdoor play area daily. They are encouraged to learn about making safe choices. Staff engage children well in learning about different cultures and people through discussion and activities.

### Outcomes for children are good

Children are gaining the skills they need to be ready for school. They are sociable and inquisitive, and quickly become keen learners. Children learn about dimensional shapes. They confidently count, sort and match as they play. Children have good literacy skills. For example, some children are able to read and most can identify familiar words.

## Setting details

<b>Unique reference number</b>	EY363560
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	1062107
<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
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	56
<b>Number of children on roll</b>	76
<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 November 2013
<b>Telephone number</b>	0117 3305 300

Mama Bear's Day Nursery registered in 2007 and is situated in Downend, Bristol. The nursery employs 12 members of childcare staff. Of these, one holds qualified teacher status and nine hold appropriate early years qualifications at level 3 and level 4. The nursery opens Monday to Friday from 7am until 7pm for 51 weeks of the year. It receives funding to provide free early education for children aged three and four years.

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