

Inspection of Mama Bear's Day Nursery

30 Crownhill Fort Road, Plymouth PL6 5BX

Inspection date: 20 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children settle quickly on arrival, and they feel safe and secure. They develop a good awareness of their emotions. Staff ask the pre-school children, 'How do you feel today?' Pre-school children welcome each other in different languages. This supports them in learning about the wider world. Children sit together on the carpet and say 'hello' in French, Hebrew and Spanish.

All children learn about 'golden rules' at the nursery. Staff remind children to use their 'kind hands' and 'walking feet'. Children learn about respect for themselves, their friends and the environment. Staff ask pre-school children, 'What will happen if we don't tidy up?' Children respond positively. They have the opportunity to think about consequences and make decisions that are best for everyone.

There is an ambitious curriculum in place. Staff establish children's starting points in collaboration with parents. Key persons build on these effectively as children progress through the nursery. Parents receive termly updates on children's progress. They praise the communication they receive from the nursery and the manager. Staff send activities home to support children's learning and personal development. Parents feel that staff go above and beyond.

What does the early years setting do well and what does it need to do better?

- There is a secure communication and language curriculum in place at the nursery. Babies begin their journey by learning single words and use hand signs to help them to communicate. Toddlers strengthen their language by singing songs and listening to storybooks. All children love to engage with a 'rhyming box' in each room. Babies signal for the box to come out and enthusiastically sing and clap along. Toddlers and pre-school children play with sounds and tunes. They use puppets and other props inside the box. Staff develop children's early literacy skills, which they will need in later learning.
- Toddlers sit at a table with glue sticks, tissue paper and plain paper. They show interest and are curious about the activity. However, they do not have a full understanding of what to do. Toddlers struggle to twist the glue sticks up and gain little from this experience. Staff do not always successfully build effectively on what the toddlers know and can do.
- All children respond well to instructions. Staff sing a song to signal that it is time to tidy up. Children demonstrate their independence skills and begin to put toys away. Pre-school children work together to lift a box with building bricks in it. They each hold one corner and work as a team to put it away. Staff praise children for their efforts, and they feel proud. This boosts children's self-esteem.
- Pre-school children develop their knowledge of numbers and mathematical language. While they line up to go outside, staff ask pre-school children, 'How

many friends do we have?' Staff teach pre-school children about positional language. They ask them to stand 'behind' or 'in front of' a friend. However, staff do not enable pre-school children to go outside easily and quickly. Pre-school children wait too long for other pre-school children to get ready before they can go outside. As a result, some pre-school children become bored.

- Staff support children with special educational needs and/or disabilities effectively. Staff provide visual aids for children, such as a now and next board. This strategy helps children to process information and enables them to access the play experiences on offer. Staff work closely with parents and external professionals to support children's next steps of development.
- All children have opportunities to develop their physical skills. Staff play 'wheelbarrow races' with the pre-school children. Toddlers develop their resilience and jump in muddy puddles. Babies go outside in waterproof clothing for fresh air. However, the outside play area does not yet offer all children a wide range of inspiring and motivating learning experiences.
- The manager has good oversight of areas for development in the nursery. She carries out regular peer observations. This supports staff in their professional development. The manager is reflective and seeks parental feedback on how to improve the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge of the signs and symptoms of abuse and neglect. They know how to escalate any concerns to external agencies regarding a child's welfare. The manager regularly checks for any staff misconceptions around safeguarding. She delivers training to ensure that staff have a good level of understanding. Systems are in place to monitor children's well-being, attendance and injuries. Risk assessments are in place for when children go on visits outside the setting. The manager identifies and removes hazards in the environment. Regular fire drills ensure that children know what to do in the event of an evacuation.

What does the setting need to do to improve?

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

- develop ways to build on what toddlers know and can do, to extend their learning further
- review pre-school routines to help children to access the outside area more easily and quickly
- develop the outdoor area to inspire and motivate children to enhance their learning and development.

Setting details

Unique reference number	EY493466
Local authority	Plymouth
Inspection number	10282837
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	29
Number of children on roll	64
Name of registered person	Mama Bear's Day Nursery Ltd
Registered person unique reference number	RP901325
Telephone number	01752 782 552
Date of previous inspection	27 October 2017

Information about this early years setting

Mama Bear's Day Nursery registered in 2015 and operates from a converted building in Plymouth, Devon. The nursery is open from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The nursery employs 15 members of staff. Of these, 13 members of staff hold appropriate early years qualifications at level 3. One member of staff has an appropriate early years qualification at level 2, and one member of staff is unqualified. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jemma Honey

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about the nursery's curriculum and what they want the children to learn.
- Children spoke to the inspector during the inspection.
- The inspector carried out a joint observation of a group activity with the manager.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the nursery.

We carried out this inspection 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.

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