

Inspection of Mama Bear's Pre-School Whitchurch

59 Bristol Road, Whitchurch, Bristol BS14 0PF

Inspection date:

11 June 2025 - 17 June 2025

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

Children enter the pre-school happily and quickly find activities that interest them, leading their own play through the well-designed curriculum. Children show curiosity about nature. They use magnifying glasses to find bugs and tick off those they find on their clipboard. Children learn to treat the bugs with respect and kindness. They hear new vocabulary and are encouraged to remember their previous learning. Children show a keenness to learn and show good concentration.

Children enjoy being physically active, and there are lots of opportunities for them to play outside. They climb confidently and jump, with both feet, on the soft-play cubes. They thoroughly enjoy a game of hide and seek, quickly negotiating rules and who will count and who will hide.

Older children engage well in group activities. They identify the day of the week and tap in time to a familiar song. The confidently count to 11, knowing this is one more than 10, and clap the corresponding number. These daily routines help children to build on their knowledge, for example as they talk about appropriate clothing and risks on a sunny day.

Children develop good emotional literacy. For example, children know when they need time out to self-regulate. They find a quiet activity and enjoy the time with their key person, who knows them well. When ready, children invite their friends to play alongside them, for example as they complete jigsaws.

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

- The curriculum provides a balance of experiences across all areas of children's learning and considers their interests. Children are encouraged to make choices and to develop their play skills in a well-organised environment, which provides 'provocations' to learn. There is a particular focus on supporting children's independence and emotional literacy in readiness for school.
- Staff gather initial information from parents and keep them well informed of their children's progress. Staff make regular observations and know what children need to learn next so that they make the progress of which they are capable. Staff provide opportunities for continued learning at home, such as the lending library and activities to support older children as they prepare for school.
- The provider has ensured that at times when recruiting new staff is more challenging, current staff are supported by knowledgeable leaders and managers. They lead the nursery efficiently, for example, by modelling effective practice to improve staff's skills. Staff report that they receive guidance, support and training for them to carry out their duties successfully.
- Overall, staff promote children's communication and language skills well. For

example, they ask children questions about what they are making with the play dough, its colour and what flavour the cupcake could be. For the most part, children respond. However, staff do not always give children time to think of and test their ideas, such as ways to prevent the play dough from sticking, before providing the solution.

- Children play nicely and are generally kind to each other. For the most part, staff support children well so that children understand behavioural expectations. For example, children are encouraged to take turns with the blocks as they build a tower. However, there is a lack of consistency in how staff manage more challenging behaviour.
- Staff ensure children's care needs are met successfully. They reapply sun cream regularly and are reassuring when children are taken ill. They follow effective hygiene practices, for example when dealing with toilet accidents sensitively, and treat children with respect when changing nappies. Children begin to learn about healthy practices. For example, on a hot day, children know to have drinks regularly and either find their water bottle or pour their own drinks from the water station.
- Leaders and managers ensure multi-agency working when required. This enables information to be shared and for procedures to be implemented efficiently to meet children's individual needs. This includes working with special educational needs partners and other professionals, such as speech and language therapists. The needs of children are carefully considered when spending additional funding. For example, leaders and managers have reflected on the behavioural needs for some children and have carefully considered the organisation of the learning environment, in particular, developing a sensory area.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- give children time to respond to questions, to think and test their ideas in order to develop their critical thinking further
- provide support and guidance to staff to enable consistency in managing children's more challenging behaviour.

Setting details

Unique reference number	EY546733
Local authority	Bath and North East Somerset Council
Inspection number	10406004
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	2 to 4
Total number of places	29
Number of children on roll	44
Name of registered person	Mama Bear's Day Nursery Ltd
Registered person unique reference number	RP901325
Telephone number	01275 838510
Date of previous inspection	17 April 2024

Information about this early years setting

Mama Bear's Pre-School Whitchurch registered in 2016. The pre-school is based in Whitchurch, Bath and North East Somerset. It is open each weekday, from 8am to 5pm, all year round. It provides funded early education for two-, three- and four-year-old children. The provider employs five members of childcare staff. Of these, three hold level 3 early years qualifications and two hold level 2 qualifications.

Information about this inspection

Inspector

Rachael Williams

Inspection activities

- The manager took the inspector on a learning walk, and they discussed the curriculum intent.
- The inspector spoke with parents and the children during the inspection and considered their views.
- The inspector observed staff's interactions with the children, discussed the children's learning and how staff support the children to develop their skills.
- The manager and the inspector conducted a joint observation with the younger children.
- The inspector conducted professional discussions with the manager.
- A sample of documentation was observed and discussed.

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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