

# Inspection of Mama Bear's Day Nursery

4 Midvale Road, Paignton, Devon TQ4 5BD

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Inspection date: 27 March 2024

**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 Inadequate

## **What is it like to attend this early years setting?**

### **The provision is good**

Leaders have addressed the action raised at their last inspection well to improve the planning and implementation of the curriculum. Staff now monitor the impact of children's progress and help them to recall past knowledge and build on their existing skills. All children make good progress, including those who need additional support. Staff support children who learn English as an additional language effectively. For example, they use visual cues and hand signs to help communicate with the children to ensure they understand daily routines and feel settled.

Children feel happy and secure. They form positive relationships and have strong attachments with staff who know them well. Children know the attentive staff keep them safe and they are confident and relaxed around adults who visit the nursery.

There is an ambitious personal, social and emotional curriculum in place. Staff know what children need to learn next and help children manage their emotions and say how they feel. For example, when pre-school-aged children become overwhelmed, they tell staff and request to read a book. Staff acknowledge this, play alongside them and read the book. These children settle quickly and regulate their emotions effectively. Other pre-school-aged children who want to listen to the rain while they eat lunch can have their lunch in the conservatory. These children show high levels of well-being. Children know their voice is important and they feel valued.

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

- All children are independent and learn how to do things for themselves. Staff show babies how to lift and hold a cup at lunchtime. Babies practise this skill and staff praise them for their efforts. Toddlers pour water into their cups and scrape their plates after lunch. Pre-school-aged children clean up spilt sand after they have played with it. They collect a dustpan and brush. These children identify that this is a hazard and work cooperatively to reduce the risk of slipping.
- Staff support pre-school-aged children to use good manners and take turns. Staff remind children of the rules and to use the sand timer, so all children get a turn on their favourite bike. Pre-school-aged children say 'please' and 'excuse me' to each other. They follow the rules and turn the sand timer over when it is their turn.
- Staff support the younger children's learning well. Toddlers and babies benefit from staff input to broaden their knowledge and understanding of numbers for example. Staff count out spoons of pretend mud with them. The children watch as staff count from one to four, and some toddlers join in. However, staff do not always organise group activities to motivate all toddlers to engage and further

their learning. For example, at times, some toddlers disengage in adult-led activities and wander off to play on their own.

- Pre-school-aged children develop a love of books and receive good support to extend their vocabulary effectively. For example, staff read a well-known storybook to them about a bear. Staff read with expression and bring the story to life. Pre-school-aged children are inspired and search different areas of the room to find the bear. Staff support these children to build on their past knowledge and recall phrases from the story.
- Staff support children with special educational needs and/or disabilities effectively. For example, staff give children clear instructions when it is time to move on to another activity. They give children a countdown in minutes, so they know how much time they have left and what is coming next. Children respond positively to this and move on to the next activity smoothly.
- Toddlers have good opportunities to be imaginative and explore the world they live in. In the role-play area, children re-enact experiences from home. They pretend to feed their 'babies' a bottle of milk and rock them to sleep. Staff extend their imaginative play and provide blankets for the dolls. They help toddlers to share and ensure there are enough dolls and blankets for all of them to play with. However, at times, staff do not further toddlers' communication and language skills effectively. Staff speak quickly and ask toddlers many questions but do not give them enough time to process their thoughts and respond.
- Leaders provide regular training for staff to enhance their practice and improve learning outcomes for children. As a result, staff have re-designed the pre-school role-play area to promote children's language. Following this, children spend extended periods in the 'communication friendly space' talking to one another and engaging in rich conversation.

## 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:**

- organise group times to motivate all toddlers to engage and further their learning
- develop toddlers' communication and language skills further to give them enough time to process their thoughts and respond to questions.

## Setting details

<b>Unique reference number</b>	EY457215
<b>Local authority</b>	Torbay
<b>Inspection number</b>	10319262
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	65
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Mama Bear's Day Nursery Ltd
<b>Registered person unique reference number</b>	RP901325
<b>Telephone number</b>	01803 520 620
<b>Date of previous inspection</b>	18 October 2023

## Information about this early years setting

Mama Bear's Day Nursery registered in 2012. It is one of a group of privately owned nurseries located in South-West England. The nursery is situated in Paignton, Devon and is open from Monday to Friday, 7.30am to 6pm, for 51 weeks of the year. The nursery employs seven members of staff. Of these, six hold appropriate childcare qualifications between level 3 and level 5 and one is unqualified. The nursery provides free early education funding for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jemma Honey

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of a group activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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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