

Inspection of Mama Bear's Day Nursery

4 Midvale Road, Paignton, Devon TQ4 5BD

Inspection date: 19 April 2022

Overall effectiveness **Good**

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

Managers and staff work well together to create a safe environment for children to play and learn. Children and their parents and/or carers are greeted warmly by friendly staff. Recent adjustments to arrival routines, following changes to COVID-19 pandemic procedures, provide parents with choices to say goodbye to their children either in the reception area or in their children's room. Children happily become engaged with a variety of interesting activities on offer. Staff develop children's personal, social and emotional skills very well. Staff are good role models and praise children's acts of kindness. Children's behaviour is very good. Babies and toddlers receive comforting cuddles from staff, which helps them to settle and enjoy their time at the nursery.

Staff have received training and improvements have been made to the curriculum. Children benefit from activities that are better suited to their age and stage of development, which helps them to build on existing skills. For example, older children enjoy walking to local gardens. They use magnifying glasses to look for different bugs and record their findings. This helps to increase children's knowledge and understanding of their local environment and nature. Babies and toddlers have exciting opportunities to develop their physical skills and curiosity as they explore sand with their hands and different tools.

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

- Since the last inspection, there have been improvements. Managers and staff reflect on their practice and develop ideas. There is a high focus on supporting staff's well-being. Managers and room supervisors provide good guidance. There is a positive team ethos. However, plans to further extend staff's professional development to enhance teaching to a consistently high level are not fully implemented and embedded.
- Staff who support children with special educational needs and/or disabilities have a clear understanding of their role. There are effective partnerships with parents and other professionals to provide targeted interventions to help children to achieve their full potential. However, plans to meet the challenge of an increasing number of children with additional needs and to implement changes in assessment procedures are not fully developed.
- The dedicated team of staff have a good knowledge of what children know and can do. They plan interesting activities which are based on what they know children could learn next. There is a strong focus on developing children's communication and language. For example, pre-school children show that they know and understand the story about a hungry caterpillar. Staff use good questioning skills to help children to recall, from the previous week, the different foods they tasted at the nursery and which ones were healthy. Children are

fascinated to watch the caterpillars in a special jar. They count the insect's legs and excitedly talk about how it will make a cocoon and become a butterfly.

- Parents and carers report that they are very happy with their children's progress. They receive valuable information when they come to collect their children and when they access a variety of online systems. There are happy and respectful relationships between children and the attentive staff who care for them.
- Children's physical skills are developing well. Younger children are encouraged to build the core muscles they will need for standing and walking. Older children are agile to walk across a varied terrain outdoors. They ride balance bikes skilfully and climb successfully on wooden apparatus.
- Most staff have a very good understanding of how to implement the curriculum. Toddlers enjoy exciting activities to help them to build their skills of colour, shape and number recognition. For example, in the garden, children happily find the correct foam shape or beanbag when instructed. Enthusiastic staff introduce new words, such as 'hexagon' and 'rectangle', and successfully repeat the game to help children remember and understand new words.
- The cheerful cook provides healthy menu options. Children's dietary needs are well catered for. Toddlers and pre-school children are encouraged to serve themselves and pour their own cups of water. This helps to build their independence skills. Specific requirements for babies are met.
- Managers ensure that additional funding is used well to target children's specific needs. All children make good progress from their individual starting points.

Safeguarding

The arrangements for safeguarding are effective.

Staff attend regular training and are aware of their role and responsibilities to safeguard children. They have a secure knowledge of the signs and symptoms that could indicate a child is more vulnerable or at risk of abuse. They understand the procedures to follow should they have any child protection concerns. Since the last inspection, policies and procedures have been improved, and risk assessments have been reviewed and revised. As a result, staff are deployed effectively, and children are supervised well and play in a safe environment. Children learn how to behave to keep themselves and their friends safe and how to look after resources appropriately.

What does the setting need to do to improve?

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

- continue to implement and embed plans to further extend staff's professional development to enhance teaching to a consistently high level
- build on plans to provide better assistance for staff to meet the challenge of the increasing number of children with additional needs and to implement changes

in assessment procedures.

Setting details

Unique reference number	EY457215
Local authority	Torbay
Inspection number	10216550
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	65
Number of children on roll	63
Name of registered person	Mama Bear's Day Nursery Ltd
Registered person unique reference number	RP901325
Telephone number	01803 520 620
Date of previous inspection	2 November 2021

Information about this early years setting

Mama Bear's Day Nursery registered in 2012. It is one of a group of 25 privately owned nurseries located in south-west England. The nursery is situated in Paignton, Devon. The nursery is open from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am to 6pm. The nursery employs 10 members of staff. Of these, eight hold appropriate childcare qualifications. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Linda Williamson

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The managers joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector viewed the nursery and discussed the safety and suitability of the premises.
- 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 on children's learning.
- The inspector carried out joint observations of activities with a manager.
- 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.
- Children spoke to the inspector about what they enjoy doing while at 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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