

# Mama Bear's Day Nursery

Pembroke Road, Soundwell, Bristol BS15 1XG



<b>Inspection date</b>	23 August 2019
Previous inspection date	26 April 2016

<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 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 friendly and kind staff care for children well. Staff take the time to get to know children, they are attentive to their needs and spend good-quality time supporting them in their activities. Babies and children form strong and beneficial relationships with their key persons and other staff working with their age group. This helps to foster their confidence and well-being effectively.
- Staff undertake regular observations and assessments of children's skills, helping them to monitor children's progress closely and accurately and outline appropriate next steps in their learning. Babies and children make good progress in their development, including those that learn or speak English as an additional language.
- Staff have effective partnerships with parents, developing a two-way flow of information to ensure children receive consistent support in their care and learning. Staff liaise closely with other providers of settings children attend and external agencies, working together to ensure all children get the support they need.
- The manager shows commitment and dedication to providing a good service for the families and children at the provision. She leads reflection on nursery practice well, closely involves staff and values parents' views. She also works with regional managers, for example, carrying out in-depth audits and programmes of evaluation to outline further areas for improvement.
- Some staff in the baby room do not do as much as possible to encourage children's emerging speech.
- Staff do not always plan opportunities and areas thoroughly when age groups of children are mixed together. For instance, children in the two-year-old age group playing in the outdoor pre-school area do not always find things to interest them.

## What the setting needs to do to improve further

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

- make the most of all opportunities to support younger children's emerging speech
- give further consideration to the opportunities available to children when age groups are mixed together, to extend all children's involvement and learning as much as possible.

### Inspection activities

- The inspector observed activities in the main playrooms and the outside learning environment, and conducted a joint observation with the manager.
- The inspector held a meeting with the manager, operations manager and regional manager of the provision. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, and the setting's risk assessment and safety records.
- The inspector checked evidence of suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day and by reading a number of comments on questionnaires and messages given to the manager.

### Inspector

Rachel Howell

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding of what to do if they are worried about the children in their care. They are vigilant in their supervision of the children and they carry out thorough risk assessments. The manager follows and implements robust and effective systems for the recruitment, induction, supervision and monitoring of staff. Along with regional managers she provides strong support for staff, building their confidence and skills and developing their roles effectively. Staff increase their knowledge through mandatory and additional training, including completing early years qualifications.

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

Staff plan many activities to inspire children to explore and experiment with their senses. For example, babies excitedly bathe baby dolls and older children independently make their own play dough. Staff adapt the activities well and flexibly implement the routines of the day, giving babies and children time to follow their ideas and interests. Staff use probing questions to encourage children to develop their understanding and to think about what they are doing. Babies confidently toddle off to get a tissue to wipe their noses. Older children talk about colours, textures and quantities, as they add powdered paints to their mixtures. Children's listening and attention skills are developing very well. Group activities are appropriate to the ages of the children and inspire children's interest and engagement effectively.

### Personal development, behaviour and welfare are good

Staff gently remind children about boundaries that are in place for safety and patiently help them appreciate the needs of others. Children behave well. For instance, babies and younger children learn to share and take turns and begin to show thoughtful behaviour towards each other. Older children build friendships and cooperate well as they play. Children's health and well-being is promoted well as they benefit from spending time outdoors. Overall, there is a good range of activities available. Babies are particularly well supported and have a wealth of exciting experiences to explore outside. They confidently develop their physical skills, negotiating slopes and different equipment well. Pre-school children spend considerable periods of time involved in exploratory and imaginary play outside.

### Outcomes for children are good

Children's literacy skills develop well. For example, they explore books and snuggle in with staff to enjoy a story. They practise making marks with various materials indoors and outdoors. Older children draw pictures, form some letters and learn the corresponding sounds. Babies and children gain a good range of skills in readiness for their move on to pre-school or school. This includes two-year-olds in receipt of funding. Babies follow routine care practices well and have good independence skills for their age. Children in the two-year-old age group take pride in doing things for themselves. They show perseverance and determination to manage tasks, such as serving themselves food at lunchtime and clearing away their things after their meal. Children with special educational needs and/or disabilities have good opportunities to reach their potential.

## Setting details

<b>Unique reference number</b>	EY396046
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10074285
<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</b>	0 - 4
<b>Total number of places</b>	73
<b>Number of children on roll</b>	99
<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>	26 April 2016
<b>Telephone number</b>	01179560657

Mama Bear's Day Nursery registered in 2009. The nursery employs 17 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and four at level 2. The nursery also employs a cook and a cleaner. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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