

Inspection of Mama Bear's Day Nursery

Stanbridge Primary School, Stanbridge Road, Bristol BS16 6AL

Inspection date: 8 October 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff outline clear intentions for the activities and support they will offer children. The small team works together to observe children as they play. Key persons track children's achievements and development. All children make good progress and gaps in their development are closing, and they are well supported to reach their potential. Children's language and social skills develop effectively, and their confidence and self-awareness progress well. Staff model speech and encourage children's language. Children's differences are valued and celebrated. Children react very positively as staff use words in their home languages. Staff also use signs and picture prompts to communicate with the younger children and those who need some additional support, beneficially reinforcing messages. This helps to reduce any frustration and successfully supports children's understanding and cooperation, enhancing their happiness and positive emotional well-being.

Staff support a calm atmosphere throughout the nursery. They patiently offer explanations to help children to manage their emotions, understand the needs of others and adapt their behaviour. Children form strong bonds with the caring staff, and their safety and physical well-being are closely supported. Staff are attentive to children's needs and follow their care arrangements carefully. They adapt routines well to ensure young children get the rest they need. Parents are very positive about the friendly, welcoming staff and all that they do for the children.

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

- Partnerships with parents are strong. Staff support an ongoing two-way flow of information with parents. Staff reflect on and enhance the support they provide for families and are starting to promote a beneficial community atmosphere. They offer ideas and varied resources to support children's learning at home, such as books, story sacks and games. They also provide opportunities for parents to share useful items, such as nursery uniforms.
- Staff thread support for children's independence through the routines of the day and offer children lots of encouragement and praise as they persevere with tasks. Children proudly place their things on their pegs upon arrival. They work hard to get their boots and coats on to go outside. Children take an active part in mealtimes. They find their cup and get their bowl at snack time. They serve themselves food and conscientiously clear away their things afterwards.
- Managers have been supporting the staff team as they have redesigned their planning processes to fit the team more effectively. New staff and apprentices have also had close support to build their skills, particularly in threading children's learning intentions into activities. However, the staff team does not fully think through the set-up of all areas to ensure it consistently inspires children to explore and develop their skills. Additionally, some staff are skilled at

picking up on children's interests and flexibly adapt activities, while other staff do not always readily do this. Consequently, children's attitudes to learning and their involvement and skills are not consistently extended.

- Staff focus on developing children's literacy skills. Older children show good skills as they discuss the letter of the week, naming items that start with the same letter. Books are readily available for both age groups. Children listen to stories and are taught how to use and look after books. They proudly choose one to borrow to take home.
- Children develop their physical skills effectively. They build their hand strength using tools to cut dough and imaginatively create items such as 'cakes'. Older children readily make marks and draw items. They develop their balance during focused yoga sessions, holding poses and shapes and eagerly copying staff. Children develop their coordination as they experiment outside with water using different tools, such as pumps to fill containers.
- Staff offer group activities to build children's confidence and skills. Children enjoy song time and playing games such as 'bug in a rug', where they excitedly hide their eyes and try to guess which friend is under the blanket. However, staff arrangements during some parts of the activities are not as well thought out. Children become distracted, and their listening and attention do not develop as much as possible.
- Staff well-being is closely supported, and the team works well together. Managers focus on celebrating staff's achievements and supporting them in their roles. Training needs are identified to help staff develop their skills, both through the company and from outside opportunities. Staff benefit from doing a range of relevant training, including undertaking qualifications.

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:

- support staff to enhance the curriculum and consistently adapt their teaching to inspire children more readily, enabling them to follow their interests and extend their skills to higher levels
- review group time arrangements to consistently support children's listening and attention skills.

Setting details

Unique reference number	2677806
Local authority	South Gloucestershire
Inspection number	10355112
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	34
Number of children on roll	39
Name of registered person	Mama Bear's Day Nursery Ltd
Registered person unique reference number	RP901325
Telephone number	0117 9575152
Date of previous inspection	Not applicable

Information about this early years setting

Mama Bear's Day Nursery registered in 2022 and is located in the grounds of Stanbridge Primary School, Downend, South Gloucestershire. It operates from 8am to 6pm, Monday to Friday. There are seven members of staff who work with the children. Of these, four hold an appropriate qualification at level 3. The setting provides government-funded places.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- The inspector viewed all areas and discussed with the manager how these areas are used.
- The manager and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children and staff and spoke with them at appropriate times during the inspection.
- The inspector discussed the leadership and management of the nursery with the manager and area manager.
- Parents shared their views of the provision with the inspector.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications.
- The manager discussed the safety and child protection procedures, and safeguarding discussions were undertaken with members of the staff team.

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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