

Mama Bear's Day Nursery

Unique reference number (URN): EY452051

Address: Springhill Green, Pennycross, Plymouth, Devon, PL2 3RW

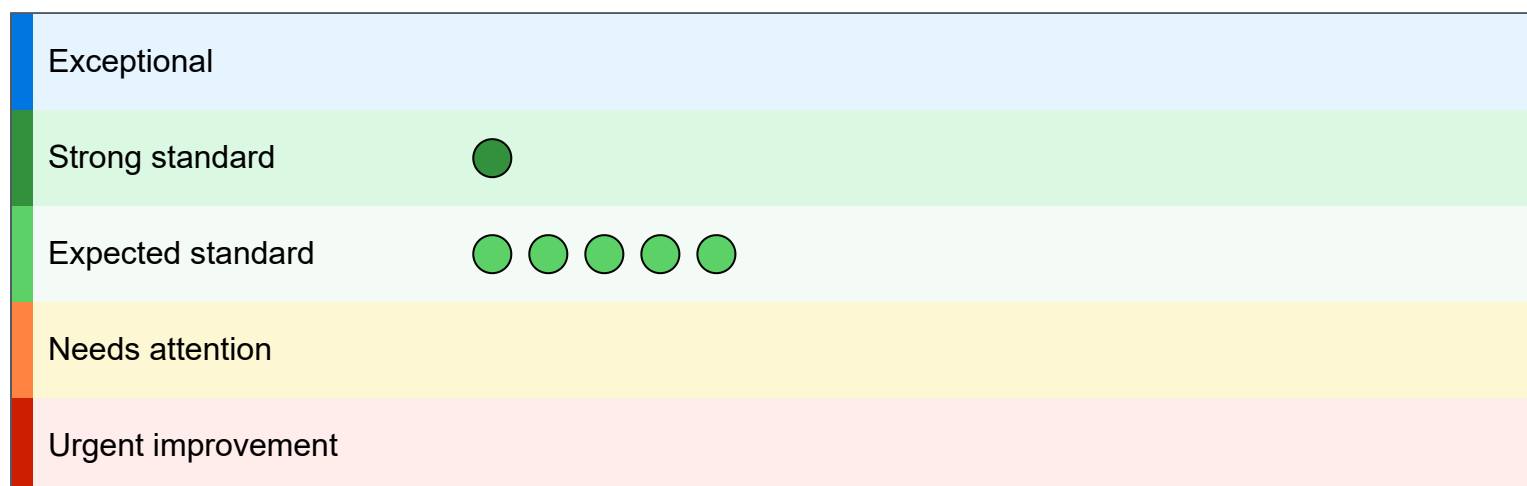
Type: Childcare on non-domestic premises

Registered with Ofsted: 06/09/2012

Registers: EYR, CCR, VCR

Registered person: Mama Bear's Day Nursery Ltd

Inspection report: 6 February 2026



✔ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Inclusion

Strong standard ●

Children's individual needs are swiftly and consistently identified and assessed. Leaders and staff make a positive difference to the lives of children with special educational needs and/or disabilities (SEND) or those previously known to children's social care. Highly effective adaptations are in place to ensure that these children make consistent progress and gaps in their learning narrowed. Leaders ensure that all children access an inclusive environment with knowledgeable and trained staff to deliver targeted support. Skilful interventions by leaders and staff have a sustained impact on children with SEND and mean these children have the opportunity to flourish. Leaders monitor children's progress regularly and use this information to reduce barriers to learning.

Leaders and staff work in close partnership with families and external professionals to ensure that children with SEND or those previously known to children's social care make the best possible progress. Leaders use the early years pupil premium to help children work towards their next steps of learning. They provide unique experiences, such as visits from therapy ponies or watching chicks hatch, to encourage children to make relationships and build their confidence. Since participating in focused small-group work, children interact and engage more with their peers.

Expected standard ●

Achievement

Expected standard ●

Leaders and staff routinely consider children's starting points when checking the progress they make. Most children, including those with special educational needs and/or disabilities and those who face other barriers to learning, make expected progress across the areas of learning and development.

Babies make steady progress in their communication and language development. They take part in back-and-forth interactions with staff and begin to respond with babbling sounds. These early interactions help babies build the foundations for speaking and understanding language. Occasionally, toddlers and pre-school-age children do not develop their listening and attention skills as securely as they could. This means some children find it harder to stay focused or follow instructions during activities.

Toddlers develop increasing independence in their daily routines. For example, they learn to wipe their noses, wash their hands afterwards, zip up their coats and put on their shoes. As they take on these responsibilities, toddlers build confidence and develop positive self-esteem. Pre-school-age children develop the independence they need for their next stage of learning. They manage their own needs and begin to understand how to keep themselves healthy. For example, they use cutlery carefully, pour water from a jug and brush their teeth confidently.

Behaviour, attitudes and establishing routines

Expected standard 

Leaders create a positive environment where expectations for behaviour are clear and shared with all children. Staff know children well and support them to play and learn alongside each other. For example, toddlers kick and roll balls to each other in the garden. Staff join in and praise them for working together. Pre-school-age children take turns to make shadows on the floor. Staff respond to their curiosity and encourage them to keep exploring together. Children stay focused on their chosen activity and work together to create different shapes and patterns. Staff remind children to be kind and share. At lunchtime, pre-school-age children pass bowls of food to each other and wait patiently for their turn.

However, staff do not always organise daily routines in ways that help all toddlers and pre-school-age children stay engaged and follow expectations. At times, transitions between indoor and outdoor play, or larger group activities, are not well organised. When this happens, some children become unsettled or lose focus.

Leaders monitor punctuality and attendance carefully. They encourage families to bring children regularly so they can benefit from consistent routines and be well prepared for school.

Children's welfare and wellbeing

Expected standard 

All children have a sense of belonging to the setting. They play happily alongside thoughtful and attentive staff. Leaders implement effective care practices for children that have been previously known to children's social care. As a result, children become more assertive and self-assured.

Key persons know the needs of children and tailor care to meet their individual needs effectively. They follow babies' routines, such as sleep times, to help promote their wellbeing. Key persons communicate frequently with parents about any changes in children's individual needs and/or any updates in their development.

Leaders and staff place a high importance on helping children to live healthy lives. All children have daily fresh air and an opportunity to improve their core strength and overall physical development. Staff support babies to gain more stability and control when walking. Toddlers practise their hand–eye coordination skills by throwing and catching balls. Staff remind children how to keep themselves and others safe while they do this. Pre-school-age children increase their mobility through yoga.

Staff use yoga sessions to help pre-school-age children regulate their emotions and increase their wellbeing. These children learn tools such as slow breathing to help them express their feelings calmly.

Curriculum and teaching

Expected standard 

Leaders have an accurate understanding of the quality of the curriculum and teaching in the setting. They design an ambitious curriculum that builds on children's interests and what

they already know. Staff plan activities that help children develop their knowledge and skills across all areas of the early years foundation stage. They make sure all children, including those with special educational needs and/or disabilities, can take part in learning experiences.

Staff support babies' communication and language development well. They sing songs, repeat words and respond to babies' early sounds to help develop their vocabulary and speech. However, the curriculum does not consistently support the communication and language development of toddlers and pre-school-age children as well as it could. At times, staff speak over children or face away when giving instructions. This means some children find it harder to hear clearly and stay focused on what they are asked to do.

Staff introduce early mathematical ideas through stories and play. They count with children and talk about different sizes and shapes. Toddlers and pre-school-age children learn to describe objects using words such as 'big', 'little', 'small' and 'round'.

Staff support babies to develop their physical skills and confidence. They provide safe spaces where babies can cruise around furniture and practise walking independently. Staff also prioritise children's personal, social and emotional development. For example, pre-school-age children take part in yoga sessions that help them learn how to relax, control their breathing and manage their emotions.

Leadership and governance

Expected standard 

Leaders have a clear understanding of the setting's strengths and areas for development. They identify what needs to improve and take action to address this. Leaders have high expectations for all children and work continually to raise standards and improve outcomes.

Staff take part in regular training to develop their knowledge and improve their practice. Leaders carefully choose training so staff can better meet the needs of all children, including those with special educational needs and/or disabilities. For example, recent training in intensive interaction has helped staff learn strategies to gain children's attention and support their engagement in activities. Leaders plan to share this training with the wider staff team so practice improves across the setting.

Leaders are also taking steps to strengthen children's communication and language development. For example, they plan to introduce a wider range of communication strategies, including the use of hand signs, to help support children's early language and understanding.

Leaders meet regularly with staff to discuss their work and ensure that workloads remain manageable. Staff report that they feel well supported and valued. Leaders also maintain strong partnerships with parents. They work closely with families to ensure that children's individual needs are understood and supported.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

Voluntary Childcare Register requirements

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

What it's like to be a child at this setting

The setting is highly inclusive. Leaders celebrate and support all children, including those with special educational needs and/or disabilities (SEND) or other barriers to their learning, to reach their potential. Staff and leaders highlight what children can do, and this is part of the setting's core values. Children's unique qualities and all their contributions are valued by staff. This means they and their families feel part of and included in the setting. Leaders ensure consistent, thorough assessment and monitoring of children with SEND. As a result, children receive early and timely intervention when needed so they can make the progress

they are capable of. Leaders promote regular attendance so children benefit from routines and consistent learning.

Relationships between all children and staff are kind, nurturing and positive. Babies show they feel safe and secure with staff that know them well. They sit on the laps of familiar adults and seek out staff to play alongside. Leaders and staff are positive role models for children and teach children about healthy lifestyles. Pre-school-age children participate in a toothbrushing programme. They learn how to take care of their teeth. This helps them to develop positive self-care habits for the future.

All children make expected progress in their overall learning and development. Children have a positive attitude towards their learning. They show motivation to explore and seek out others to play. Toddlers and pre-school-age children show interest in the world around them. Pre-school-age children use trowels and dig in planters to find potatoes. They count how many they find and build on their knowledge of numbers. Toddlers confidently use magnifying glasses and look for bugs in the mud outside. Children develop their curiosity about the world and show great delight in sharing their discoveries with others. These experiences enable them to be suitably prepared for their next stage in education.

Next steps

- Leaders should ensure that staff strengthen the communication and language curriculum for toddlers and pre-school-age children so they can develop their listening and speaking skills further.
 - Leaders should review children's daily routines so that staff can support toddlers and pre-school-age children to remain engaged and follow the expectations of the setting.
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About this inspection

The inspector spoke with leaders, staff and the special educational needs and/or disabilities coordinator during the inspection.

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.

Inspector:

Jemma Honey

About this setting

Unique reference number (URN): EY452051

Address:

Springhill Green
Pennycross
Plymouth
Devon
PL2 3RW

Type: Childcare on non-domestic premises

Registration date: 06/09/2012

Registered person: Mama Bear's Day Nursery Ltd

Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 07:30 - 18:00

Local authority: Plymouth

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 6 February 2026

Children numbers

Age range of children at the time of inspection

0 to 4

Total number of places

115

Our grades explained

Exceptional ●

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard ●

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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