

Inspection of Mama Bear's Day Nursery

Thicket Avenue, Hillfields, Bristol, Avon BS16 4EH

Inspection date: 24 July 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children show they feel safe and secure in this welcoming nursery. They eagerly enter, separate from their parents, and quickly settle down to the activities they wish to explore. Children confidently approach staff, who know them well and listen to their news. Children happily play together. For example, older children set up a pretend picnic. They sit together and share their food and are sociable, chatting about their food. Younger children explore the farm, putting the different animals in the pens and then singing 'Old MacDonald' using the models as props.

Children develop good levels of independence. Older children take off and put on their socks and shoes, serve their lunches and clear away their plates. Younger children help themselves to water from the dispenser, drink from an open cup and learn to feed themselves with cutlery.

The interim manager has a clear vision for her curriculum. She knows what she wants the children to learn and the skills they need to gain as they progress through the nursery and get ready for their move to school. She places a strong emphasis on ensuring children have experiences that they may not have outside of the nursery. Staff know the children very well and target the curriculum to help close any gaps in learning quickly. Children, including those who learn English as an additional language and those who receive additional funding, make good progress from their starting points.

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

- Parents report they are very happy with the progress their children are making and that their children really enjoy coming to nursery. Parents say that communication with staff is good and they have regular discussions, meetings and receive information via an online application. Parents report that they appreciate the lending library and that they enjoy taking books home to read with their children.
- Staff feel supported in the nursery following some recent changes to management. They attend regular training and report that this has had a positive impact on their practice. As a result of attending autism training, staff say they have reviewed the environment. They have plans to make changes to the colours, noise levels and brightness of the rooms, to support children's learning further.
- Children, including the youngest, show a real interest in books and select them independently. They sit, hold the books correctly and turn the pages to look at the pictures. Staff are quick to offer to read the story to the children, and others are keen to join them, and talk about the pictures.
- Children's behaviour is good. Staff praise the children for their achievements,

and this helps boost the children's self-esteem. They help children learn to share and take turns, and some older children do this without prompting. Staff place a strong focus on helping children talk about their emotions, using colours to help them explain how they are feeling.

- Children progress well in their communication and language overall. They join in with stories and songs and staff encourage them to explore new words and gain new vocabulary, such as 'rough' and 'smooth'. Children confidently talk about their personal lives, such as what they have done with their family. However, at times, staff do not give children enough time to think and respond to questions to extend their expressive language further.
- Children have regular opportunities to play outside in the fresh air. Children develop their balancing skills as they walk across stepping stones. They climb and move around in different ways, negotiating objects and other children well. Other children enjoy collecting bugs and examining them through a magnifying glass and talking about what they look like with staff. Children engage in projects that develop their awareness of the importance of healthy eating and good oral health.
- The staff have developed links with the local community, such as a local care home for the elderly. This helps children learn about some aspects of the diverse society in which they live. However, they have few opportunities to learn about the differences and similarities between themselves and their friends. For example, the languages they speak and their cultural backgrounds.

Safeguarding

The arrangements for safeguarding are effective.

Management and staff are clear about their responsibilities to safeguard children. They know the signs that may suggest a child's welfare is at risk and who to report any child protection concerns to. Staff are confident about the nursery's whistle-blowing procedures and who they can contact outside of the nursery to escalate any concerns. Detailed record keeping is in place to maintain information to share with other agencies working with children and families. Recruitment is robust and helps ensure that adults working with children are suitable. Staff teach children how to keep themselves safe; for example, when they are stepping from the water to the sand, staff remind them the floor may become slippery.

What does the setting need to do to improve?

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

- help staff understand the need to allow children more time to think and respond to questions asked, to extend their expressive language further
- provide more opportunities for children to learn about the similarities and differences between themselves and their friends.

Setting details

Unique reference number	EY412950
Local authority	Bristol City of
Inspection number	10303879
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	1 to 4
Total number of places	54
Number of children on roll	59
Name of registered person	Mama Bear's Day Nursery Ltd
Registered person unique reference number	RP901325
Telephone number	01179655096
Date of previous inspection	28 February 2019

Information about this early years setting

Mama Bear's Day Nursery registered in 2010 and is situated in Hillfields, Bristol. The nursery employs eight members of childcare staff. Of these, four hold recognised early years qualifications at level 3, one holds a qualification at level 4 and another holds a level 6 qualification and is an early years teacher. The nursery opens from Monday to Friday, all year round, except for bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Charlotte Jenkin

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the interim manager and has taken that into account in their evaluation of the setting.
- The interim manager and inspector went on a learning walk and the interim manager explained how the curriculum is delivered to the children.
- The interim manager and inspector carried out a joint observation of an activity. The interim manager evaluated the activity and the impact on children's learning.
- The inspector observed the staff interacting with the children and how they support children's learning, indoors and outdoors.
- The inspector spoke to parents, staff and children at appropriate times during the inspection and took account of their views.
- The interim manager made some documentation available for the inspector to sample, including training certificates, suitability checks and safeguarding records.

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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