

# Mama Bear's Day Nursery

The Bush, Wells Road, Bristol, BS4 2BA



<b>Inspection date</b>	15 May 2017
Previous inspection date	10 January 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
Effectiveness of the 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 manager and staff have a good understanding of how children learn. They plan a wide range of interesting activities, and children enjoy investigating and exploring. All children make good progress from their initial starting points.
- The manager and staff are good role models. They praise children regularly and teach them to manage their feelings. Children are well mannered. They know to be kind, respectful and tolerant.
- Partnerships with parents are strong. The manager and staff work closely with them to support children's learning in the nursery and at home. Parents are very complimentary about the manager and staff. They say that they value the care their children receive.
- The regional management team, manager and staff have addressed all actions and recommendations raised at the last inspection. They know the setting's current strengths and areas for development, and implement effective improvement plans to continually raise standards and children's outcomes.

### It is not yet outstanding because:

- At times, staff miss opportunities to build on the success of children's learning by challenging them to explore their ideas even further, so they make greater progress.
- The organisation of some routines, such as mealtimes, does not always sustain children's interests and, at times, they become a little distracted while waiting for their food.

## What the setting needs to do to improve further

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

- support staff further to recognise and respond fully to children's daily achievements in their learning and to challenge their ideas even further
- review the organisation of some daily routines, to help reduce waiting times before children can engage in their chosen learning.

### Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation, including attendance records; safety records; staff suitability checks; the self-assessment information; children's observation, assessment and planning records; and documentation linked to managing children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the regional operations director and nursery manager.
- The inspector completed a joint observation with the manager.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.

**Inspector**  
Julie Swann

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff keep up to date with child protection legislation. They know the procedure to follow should they have any concerns about a child's welfare. The manager has rigorous recruitment and induction procedures in place, to ensure only those suitable to work with children do so. The manager monitors and tracks all children's progress. For example, she analyses the findings to plan interventions and close any identified gaps. The manager and staff are qualified and are supported well by the regional management team. For example, they have regular one-to-one supervision and team meetings, to help evaluate the consistency and impact of their teaching. Additionally, they attend a range of development opportunities to help extend their skills. For example, recent training on how children develop early attachments has increased staff's knowledge and children's outcomes. The manager has good links with other professionals to help continuity in care.

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

Staff complete regular observations and assessments of children's learning. Overall, they use this information well to plan for children's next stages in their development. Staff support children's communication and language skills well. For example, they encourage younger children to babble and develop speech sounds. Older children engage in deep conversation as they learn new words, such as 'climate' and 'conservation'. Staff encourage children to be imaginative. For example, older children act out favourite stories and excitedly pretend that they are racing drivers. Younger children talk on the pretend phone and imaginatively cook dinner. Staff help children to investigate different media and develop their early writing skills. For example, younger children make marks in flour and dough. Older children recognise letters and confidently write their names.

### Personal development, behaviour and welfare are good

The manager implements an effective key-person system. Children demonstrate secure emotional attachments and are happy and confident with the staff. Staff teach children how to keep themselves safe. For example, children tell each other to sit nicely and not to run indoors. All children enjoy daily fresh air. For example, they tend to their vegetables and giggle as they balance and climb. Staff provide a range of experiences to help children learn about the world around them, such as Chinese New Year and Diwali.

### Outcomes for children are good

All children make good progress in readiness for their eventual move on to school. They are confident and enthusiastic about learning. Children's mathematical skills are developing well. Younger children count and match objects, older children use simple addition and subtraction. Children enjoy stories and giggle as they sing favourite songs.

## Setting details

<b>Unique reference number</b>	EY471520
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	1082958
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	79
<b>Number of children on roll</b>	106
<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>	10 January 2017
<b>Telephone number</b>	0117 9803596

Mama Bear's Day Nursery registered in 2013. The nursery is in the Totterdown area of Bristol. The nursery operates weekdays from 7.30am to 7pm, for 50 weeks of the year. The nursery employs 20 members of childcare staff. Of these, two hold qualified teacher status and 15 hold appropriate early years qualifications between levels 2 and level 3. The nursery receives funding to provide free early education for children aged two, three and four years.

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