

# Mama Bear's Day Nursery

Unique reference number (URN): EY471520

Address: The Bush, Wells Road, Bristol, BS4 2BA

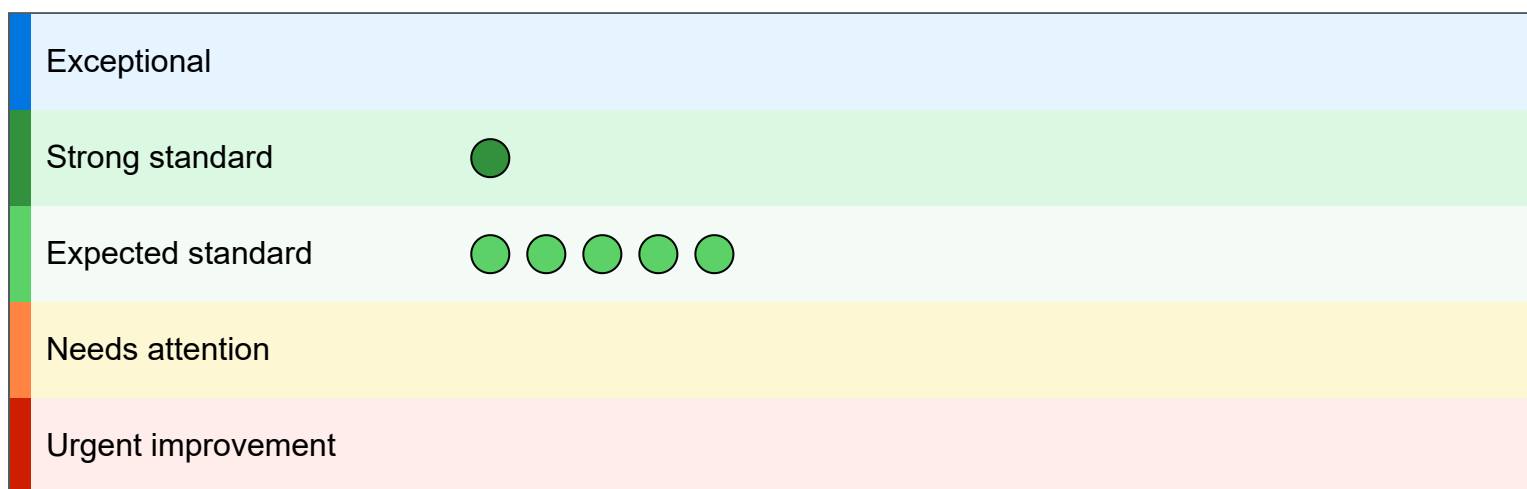
Type: Childcare on non-domestic premises

Registered with Ofsted: 06/12/2013

Registers: EYR, CCR

Registered person: Mama Bear's Day Nursery Ltd

## Inspection report: 20 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 ●

Staff monitor children's progress very carefully and put in place swift support to help close any gaps in learning. They liaise with parents and carers and external professionals to seek advice and to implement targeted support. Staff support children with special educational needs and/or disabilities and families who need additional support at home effectively and consistently.

Parents are included in the decisions made about their children. Staff respect their views when putting in place specific targets to help close the gaps in their children's development. Parents appreciate the guidance they receive to support their children's learning at home and to focus on specific areas of development that their children need extra help with.

Staff make adaptations so that all children are included in the nursery, such as having activities lower to the floor so all children can join in. They use additional funding effectively, such as to provide additional resources to ensure staff receive additional training and gain pertinent advice from relevant professionals also supporting children. This helps to reduce any barriers to children's learning very successfully. It also means gaps in children's learning are closing rapidly.

---

## Expected standard ●

### Achievement

Expected standard ●

Typically, all children achieve well from their starting points. Gaps in children's learning, including for those with special educational needs and/or disabilities (SEND), close over time. Overall, children develop the key skills they will need for starting school. Outdoors, children develop their physical skills, including balance and coordination. They have plenty of opportunities to strengthen their hand muscles, such as through using writing and drawing equipment, using cutlery and manipulating play dough.

Children learn to express themselves well. Older children engage in conversations, listen to others and are interested and engaged in the activities provided. Children with SEND use visual aids to support their communication. Children enjoy joining in with number rhymes and songs, which supports their communication and language development. Children, including babies and toddlers, independently look at books and sit turning the pages to look at the pictures. This supports their early literacy skills.

### Behaviour, attitudes and establishing routines

Expected standard ●

Generally, staff help children learn the expectations and rules in the nursery. They remind children not to throw the toys, for example, and provide them with a reason for not doing so. Children mostly respond well to this and adjust their behaviour accordingly. Staff support

children to share and take turns, such as when using resources and playing games. They help children to develop respect for others, and this means children show care for their friends. For example, they invite them to join in when they hold hands and dance during singing time. Staff praise children for their acts of kindness and when they join in with group conversations. Children show they are comfortable with the staff and have formed secure relationships with them. Children are confident to request activities and to invite staff into their play, for example. This helps to boost children's self-esteem. Children are developing some of the key skills they will need for starting school.

Children show that they enjoy their learning. They are engaged in the activities and staff support them to persevere, such as when they serve too much food on their plate. Staff encourage children to try again and to think about how they can put less on their plate.

Leaders and staff monitor children's absences carefully and help parents and carers to understand the importance of regular attendance for their children. All children regularly attend nursery. This helps them to become ready for the routine of starting school.

## **Children's welfare and wellbeing**

**Expected standard** 

Staff remind children of the rules they need to follow to help keep themselves safe. For example, they remind children not to climb on the furniture. Staff provide a range of healthy and nutritious snacks and meals for children. They promote children's growing independence. Young children begin to learn to use spoons as they start to feed themselves. Older children use forks and serve their own meals. Staff encourage children to put on their own coats before going outside.

Staff help children to manage their emotions. Staff are currently undergoing training to further strengthen this aspect of their practice. They know children well and support them when they become overwhelmed. For example, staff help children to calm through offering them alternative activities, such as using the sensory room or the emotions board.

The key-person system is effective in helping children feel secure in the nursery. Young babies show they feel safe as they explore the resources, knowing there is a special adult for them to turn to for reassurance if needed.

Staff sit with children at mealtimes and use this as a social time. They provide some activities to help children to learn about the foods that are good for them and those that they should have in moderation. However, staff do not consistently support children to learn about the benefits of healthy foods. This limits children's understanding of how food affects their bodies and how to make informed, healthy choices.

## **Curriculum and teaching**

**Expected standard** 

Staff support children's early mathematical skills. They sing number rhymes with the younger children and help older children to link numbers and counting. Staff help children to understand mathematical concepts, such as 'one more'. They encourage children to recognise numbers, which the older children do confidently. Staff extend children's learning by getting them to match the number of objects to the relevant number. Children use pens to

write the numbers on whiteboards. This helps children to develop their early mathematical skills and their hand muscles.

Staff promote children's language development effectively. They use simple language with the younger children and build on this by introducing new words. Staff encourage all children to sing and listen to stories and to engage in conversations. This builds on children's confidence to share their ideas. Staff support children with special educational needs and/or disabilities to develop their communication skills. They use a range of hand signs and visual aids to support them to understand what is going to happen next. Children respond well to these and begin to use them to communicate their wants and needs.

Staff help children learn how to share and take turns. When children do not want to share, and push other children out of the way, staff explain to them they need to use their 'kind hands'. This results in children playing together and sharing the resources.

Staff offer children plenty of opportunities to develop their physical skills outside. Children climb and balance, use tricycles and negotiate space well. However, some younger children show a keen interest in climbing and demonstrate that they want to practise this skill further, such as by climbing on the furniture. While staff take them to the soft-play room for physical sessions, there are few structured opportunities for them to embed these skills indoors on a daily basis.

## **Leadership and governance**

**Expected standard** 

Staff report that they feel well supported in the nursery. When the nursery recently won an award, all staff received a gift for this achievement. This helps to boost staff's morale and has a positive effect on their wellbeing.

Staff have regular one-to-one meetings and reflect on their practice to identify their strengths and areas for development. Staff report that they are eager to complete training to develop their confidence in how they support children to learn to manage their emotions more consistently as a team. Leaders have a well-rounded oversight of the curriculum and how this is delivered to support all children's progress in the nursery. They have started to implement training to support staff's practice in supporting children to manage their feelings. Leaders know that this is not yet fully embedded across the nursery.

Parents and carers say they are very pleased with the nursery. They comment that their children thoroughly enjoy attending. Parents say that they are pleased with the progress their children are making, particularly their language development, and say that they use new words at home and sing songs. However, leaders have not ensured that staff are fully confident to help parents understand the importance of their children gaining some of the key skills they need for starting school, including toilet training, in a timely manner.

## ✔ **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
- 
- 

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

Generally, children enter this friendly and welcoming nursery and separate from their parents and carers with ease. Staff place an emphasis on helping new babies to settle, offering flexible settling-in sessions. This helps babies to form secure attachments with the adults caring for them. It also supports them to become confident and to feel safe and secure to begin their journey through the nursery. Older children show that they have formed positive relationships with staff. They invite them into their play and engage them in conversations. Children form friendships with the other children. They play together cooperatively, such as during role play, where they act out real-life experiences from home.

Children develop confidence in their abilities and staff reinforce their learning. Staff encourage children to recall their learning, such as when they count and recognise numbers when playing hopscotch outside. Staff encourage children to talk about their personal experiences, such as when they engage in role play. Children confidently talk about the food they enjoy eating at home and pretend to cook for staff, who engage with them positively. Younger children enjoy singing rhymes and dancing to music. Staff reinforce simple words and help to extend their vocabulary.

Staff monitor children's progress carefully and quickly identify gaps in their learning. Staff talk to parents and liaise with the local authority and other professionals working with the children to gain advice and to implement specific strategies that will help children catch up. Overall, all children, including those with special educational needs and/or disabilities and those facing barriers to their learning, make progress.

---

## Next steps

- Leaders should ensure staff provide more structured opportunities for physical play indoors so that the younger children can practise their climbing, balancing and coordination skills more regularly.
  - Leaders should ensure staff are confident to talk to children about making healthy food choices, including how different food groups affect their growth and development.
  - Leaders should help staff to work more closely with parents and carers to ensure children develop the key self-care skills needed for school, including toilet training, at the earliest opportunity.
- 

## About this inspection

The inspector spoke with leaders, the manager, the special educational needs and disabilities coordinator, staff, children and parents and carers 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:

Charlotte Jenkin

## About this setting

**Unique reference number (URN):** EY471520

### Address:

The Bush  
Wells Road  
Bristol  
BS4 2BA

**Type:** Childcare on non-domestic premises

**Registration date:** 06/12/2013

**Registered person:** Mama Bear's Day Nursery Ltd

**Register(s):** EYR, CCR

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

**Local authority:** Bristol City of

## Facts and figures used on inspection

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

 This data is from 20 February 2026

### Children numbers

**Age range of children at the time of inspection**

**0 to 4**

**Total number of places**

**79**

---

### 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.

---

**The Office for Standards in Education, Children's Services and Skills (Ofsted)** inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2026



© Crown copyright