

Mama Bear's Day Nursery

Inspection report for early years provision

Unique reference number EY363560
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Inspector Deborah Jane Starr

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Mama Bears Day Nursery in Downend Bristol was registered in 2007. It is privately owned and is part of a group of five nurseries. The nursery operates from within a converted private house and within designated rooms in the whole of the property. The nursery serves the local community and surrounding geographical areas. The nursery opens from 07.30 to 19.00 each weekday; 51 weeks of the year. A maximum of 52 children may attend the nursery at any one time. There are currently 81 children attending who are within the Early Years Register. This provision is also registered by Ofsted on the compulsory part of the childcare register.

The nursery employs 19 members of staff, of whom 18 work directly with the children. Most staff hold appropriate early years qualifications ranging from level seven to level two.

Overall effectiveness of the early years provision

The nursery provides a vibrant and welcoming environment where children's welfare is effectively supported and promoted. Thorough procedures followed consistently by staff ensure children are safeguarded effectively at all times. Children make good progress in their learning and development. Some children, however, are not sufficiently challenged at all times as a few staff are unclear as to individual children's next steps. A key strength is the partnership with parents through the frequent two way flow of information about children's progress and development and policies, procedures and staff practice. Partnerships with all other carers, however, is not yet fully effective. A positive approach to inclusion ensures children's individual needs are identified and taken account of. The nursery demonstrates a strong commitment to continuous improvement since registration through improvements to enhance the premises that safeguard children such as, non-slip flooring.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop partnerships with other providers/carers where children receive care and education
- ensure all staff use observation and assessment to identify individual children's next steps so that they are suitably challenged.

The leadership and management of the early years provision

Effective systems used to self-evaluate the provision ensure continuous improvement through the clear identification of future actions. This is achieved through regular management and staff meetings, the gaining of parents views through questionnaires and regular monitoring of staff practice. Future identified

actions for improvement include developing further sensory opportunities in the garden. Strong emphasis is placed on supporting staff and their personal development. Consequently, children benefit from a staff team who work well together. The excellent organisation and deployment of staff ensures children are kept safe and receive good interaction.

Robust, rigorous recruitment, vetting and induction procedures ensure that all staff are suitable to work with children. The nursery is well organised and thoughtfully laid out, both inside and outside to reflect children's interests with a wide range of good quality and developmentally appropriate resources enabling children from an early age to make choices. Well organised documentation and records and carefully considered policies and procedures are used effectively to identify and promote children's welfare. There is a shared, consistent approach to planning ensuring good outcomes for children throughout the nursery. Children's safety is given high priority through good security, procedures and supervision, that include thorough regularly reviewed risk assessments and the sharing of information regarding complaints and understanding of child protection and safeguarding issues and procedures.

The nursery is committed to ensuring staff practice is inclusive for children and their families through close working together. This is achieved through a clear understanding of children's backgrounds and development when they first join the nursery. Information gathered identifies children's interests, routines and development. Effective links are established with local schools, however, this has not yet been extended to other providers who provide care and education. Clear and comprehensive information about the nursery and policies and procedures ensure parents are very well informed. Frequent opportunities through discussion, written records and meetings with staff ensure they are well informed about their child's development and progress. Parents are actively involved with their own child's learning and share their child's achievements from home through a wide variety of ways such as 'home links' notices and comments boards.

The quality and standards of the early years provision

Staff take account of children's interests and plan a varied and interesting range of focussed adult and child-led activities. Most staff have a good understanding of how children learn and develop. Good use is made by most staff of regular observations and assessments to evaluate children's learning and development and is used effectively to clearly identify individual children's next steps across the six areas of learning. Most staff ably support children to develop and move forward. Babies and toddlers explore a wide range of resources using all their senses. Babies thoroughly enjoy exploring and creating sounds using metal and wooden objects and are intrigued by new experiences eagerly tasting and prodding jelly with their hands. Toddlers develop co-ordination when they join in with actions songs and their language is promoted through the staff's sensitive response to their attempts to communicate. Two year olds eagerly select favourite books and are supported by staff to handle them correctly. They understand that print has meaning, pointing to the pictures, whilst older children start to recall from memory elements of the book they have selected. Some staff, however do not yet use observation and assessment

records effectively to identify individual children's next steps, consequently some children are not suitably challenged. For example, whilst children participate in creative play using paints and brushes they are not encouraged to attempt to write their name. Children are eager to investigate a sand and flour mixture. Staff, however, do not develop children's play with scoops and containers to consider quantity or number or encourage the development of ideas or problem solving through opened ended questions such as 'what, how or why'.

Careful thought has been given to the learning environment throughout the nursery. Varied posters at child height both inside and out contribute to children's learning. The introduction of 'fascination traps' such as a painted door on a tree or the placing of bunches of keys in the garden and the placing of fresh herbs in the role play area encourages children to investigate. Clearly labelled low level storage in all areas and a wide selection of stimulating and colourful resources placed at floor level supports all children to become independent learners through making choices

Staff make effective use of natural resources. They sensitively support children who are intrigued by living things to try new experiences such as, handling a stick insect. Children are encouraged to be gentle and understand that they must care for living things providing food and water. Staff support children to make comparisons about size when looking at leaves from the garden using mathematical language such as 'bigger' and 'smaller'. Children are keen to spontaneously extend their physical abilities when balancing on different sized low-level tree trunks and enthusiastically participate in planned music and movement sessions. Children develop an understanding of how to keep their bodies healthy through warming up and cooling down exercises using some basic yoga stretches. They respond well to instructions by staff, listen to the rhythms of African music, move their bodies in a variety of way, responding to suggestions from the group and recognise when the music changes.

The staff's good knowledge and understanding of the welfare requirements as reflected in their practice and policies and procedures ensures children are protected from harm and their welfare is safeguarded. Staff promote children's understanding of their own self care and the importance of good health through thorough good hygiene routines, frequent opportunities for fresh air and well-balanced freshly prepared healthy meals. The staff give careful consideration to children's safety at all times as reflected in procedures and activities that promote children's understanding of their personal safety. For example, by constant monitoring of young children when sleeping and awareness of road safety through fun activities within the nursery and when on walks locally. Effective and consistent use of praise and encouragement by staff promotes children's self-esteem. Children are happy, confident and well behaved throughout the nursery.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.