

Mama Bear's Day Nursery

Inspection report for early years provision

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Inspector Karen Prager

Setting address Thicket Avenue, Hillfields, Bristol, Avon, BS16 4EH

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Type of setting Childcare on non-domestic premises

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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 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.

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Description of the setting

Mama Bear's Day Nursery opened in November 2010, taking over ownership of an established nursery that originally opened in 2004. The nursery is one of ten privately run nurseries. It is situated in Hillfields, Bristol and operates from a purpose-built building. Children have access to a secure enclosed outdoor play area. The nursery is open each weekday from 7.30am to 7pm all year round except Bank Holidays and Christmas Week

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 45 children may attend the nursery at any one time. There are currently 46 children on roll within the early years age group. The nursery offers support to children who have special educational needs/and or disabilities and for whom English is an additional language. There are 15 staff employed by the nursery. Of these there are nine who are qualified to level two and above, including two who hold Early Years Professional Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in this nursery. Children's welfare is effectively supported through well organised systems. Staff work well together and form positive relationships with parents to support children's well-being in the nursery. Individual learning and development needs and interests are generally well met and children make good progress. The staff team demonstrate a strong desire to provide high quality childcare and effective systems are in place to monitor and move the provision forward. This ensures positive outcomes for children are promoted.

What steps need to be taken to improve provision further?

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

- improve access between the indoor and outdoor environment so that children can move more freely between them
- ensure all staff are confident in the use of the observation, assessment and planning systems so that records are consistently maintained for all children

The effectiveness of leadership and management of the early years provision

Children are protected well because staff have a secure understanding of safeguarding procedures and know the necessary procedures to take to protect

children in their care. Risk assessments are in place for the premises and outings undertaken and records are updated and stored to be accessible to all staff. The management team is proactive in taking action to reduce the risk of any additional risk that is identified, which ensures that safety for children is maintained. A comprehensive range of policies and procedures is in place and these are regularly updated and readily available to staff and parents. The confident management well supports the committed staff members who enjoy their work. There has been a large number of staff changes over the past year and the management team have worked effectively to develop a good level of staff morale. Staff are seen to work well as a team, communicating with each other effectively and sharing tasks.

The staff team demonstrate a positive drive to improve the provision for children. Self-evaluation is ongoing and well chosen plans are in place to improve the provision for children. For example plans are in place to develop the provision in the outdoor area and to make it more accessible to children. Work has already started on developing the recording of observations, assessments and planning, though this is not being rigorously monitored to ensure that all staff are familiar with the process. Parents and children are regularly invited to offer their views and suggestions to improve the provision. A carefully thought-out development plan is in place and actions taken have a positive impact on the nursery and outcomes for children. Staff liaise effectively with external agencies and are linked with the local Children's Centre. and receive additional training to ensure the individual needs of all children are successfully met.

The nursery premises are bright and welcoming with the walls covered in displays and examples of children's artwork. Resources are easily accessible to encourage children to explore. There is a large, fully enclosed outside play space. However, opportunities for children to make choices about learning inside or outside are limited because the access to the outside is not available to children at all times. Occasional visits are carried out within the local environment.

A key person system is in place. The children are cared for in small groups and children of different ages meet together for short periods during the day which results in most staff having contact with all the children and becoming familiar with them. There has been a number of recent staff changes arising from the recent re-registration of this provision. In order to ensure that children are cared for by staff who are suitably qualified and with the appropriate level of clearance at all times this has meant that some continuity of care has been lost. Nevertheless, children are seen to be settled and happy in the nursery and they confidently approach staff and select toys to play with.

The partnership with parents is positive and ensures that each child's key person develops a thorough understanding of their welfare and learning needs. A daily record of children's welfare, including sleeping and eating experience at the nursery, is given to parents daily. Staff welcome and value input from parents and others who care for children and they invite parents to share what their child has been doing when they are not at nursery. Parents give positive feedback about the nursery and feel that the friendly staff team is a core strength.

The quality and standards of the early years provision and outcomes for children

Children generally settle well and become secure and confident within the nursery. An effective key person system is in place and staff work together well to ensure that children are cared for by those familiar to them. The staff team clearly know the children well and they have a good understanding of how children progress. Individual key carers know where the children are in relation to their developmental progress. There are individual profiles in place for all children which include observations and assessments. The recording system for these observations and assessments and for the associated planning has recently been introduced. As a result not all staff are fully competent in completing these records and the planning of activities is not always appropriately challenging and motivating for all children.

A good range of activities is available to children. The youngest babies explore the feel of cereal in a tray on the floor and older children explore oats and sand. Children link their knowledge of a familiar fairy story to their play with the oats and can retell the story referring to big and small bowls of porridge, finding containers to fit. Staff support children well as they play. Staff in the pre-school room use children's interest in a book about a bear hunt to lead them through a role play situation in the outdoor area. The outdoor area provides opportunities for children to use wheeled toys, hide in the willow dome and shelter in the wooden gazebo whilst threading beads.

Children's welfare is well supported and promoted. Children enjoy a range of nutritious meals, cooked on the premises. Staff liaise with parents to ensure that the food is suitable for their needs. Good hygiene procedures are followed. The premises and equipment are kept clean. Children become confident in following hygienic practices, young babies have their hands and faces washed for them, before and after they eat. As children get older they are encouraged to do this for themselves and so develop a degree of independence. Children are taught to keep themselves and other safe and to care for the environment. For example, they assist in tidying toys away when they have finished using them. Children assist in the care of the nurseries African land snails. A nursery teddy is regularly taken on trips. Through these activities children learn to care for others and about the wider world. Children also begin to understand the wider world through activities associated with a range of festivals throughout the year and are well prepared for the future. Children's behaviour is well managed as children are gently helped to be considerate of others and as a consequence, children's behaviour is very good. Staff are effectively enabling children to acquire good habits as active, inquisitive learners.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

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

Met