

Mama Bear's Day Nursery (Shirehampton)

Inspection report for early years provision

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Inspection date	01/10/2010
Inspector	Deborah Starr
Setting address	Mama Bears Day Nursery Ltd, 112-116 Grove Leaze, Shirehampton, Bristol, BS11 9QU
Telephone number	0117 9823345
Email	info@mamabear.co.uk
Type of setting	Childcare - Non-Domestic

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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,(Shirehampton) is one of nine nurseries run by the registered owners. It opened in 2004 and operates from a converted two storey premises with direct access to enclosed outside play areas. It is situated in the residential area of Shirehampton in Bristol.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open Monday to Friday from 7.30am to 7.00 pm for 51 weeks of the year. A maximum of 68 children may attend, with no more than 25 children under two years at any one time. There are currently 58 children on roll within the early years age group who attend. The nursery offers support to children who have special educational needs. The nursery receives funding for the provision of free early education to children aged three and four years.

The nursery employs 13 staff who work directly with the children; of these, one is an early years teacher. All staff hold appropriate early years qualifications. The manager holds a supernumerary role. In addition there is a qualified cook and three domestic staff. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is Good.

Staff have a good knowledge and awareness of children's individual needs enabling them to promote and safeguard their welfare highly effectively. Children make good progress overall in their learning and development. Parents enjoy strong partnerships with staff which contributes significantly to ensuring that the individual needs of children are effectively identified and met. Highly effective and proactive links with other early years providers that children attend ensures continuity in children's care, learning and development. A highly effective system in place to monitor and evaluate the quality of the provision and to plan for future development demonstrates a strong, capacity for continuous improvement and ensures the outcomes for children are good.

What steps need to be taken to improve provision further?

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

- extend further the range of resources that reflect diversity that promote children's awareness of the wider world
- ensure that all staff are familiar with children's next steps in learning so that they are supported and challenged suitably at all times

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded by effective policies and procedures which are rigorously followed by staff. Robust and rigorous checks ensure staff's suitability to work with children. Children are safeguarded because staff have a thorough understanding of child protection issues gained through effective induction, regular review and ongoing training opportunities. Frequent monitoring of risk for all aspects of the nursery and external activities ensure children are safe at all times. Comprehensive documentation is in place to safeguard children, for example, management countersign parental permission forms prior to administering medication and all required records are well maintained, organised, regularly review and shared with parents. Ongoing review of the nursery environment by staff, management children and parents ensures children of all ages access an interesting range of high quality, well organised toys and resources that support their learning and play both inside and outside. The welcoming environment reflects most children's backgrounds and the wider community. Resources however do not fully embrace the diversity of all children that attend.

Excellent partnerships are established with parents, carers and other caring agencies. Children's individual needs are clearly identified and supported. Parents are well informed of the nursery's working practices on an ongoing basis. There is a wealth of clear written documentation, inviting displays of children's involvements in activities and parent and social meetings. Parents are very appreciative of the progress their children make and work closely with their children's key worker to ensure consistency and continuity between home and the nursery to support children's learning. Frequent opportunities to share children's interests and achievements support this process, such as 'Blue books' and home link boards. Highly effective links with other early years providers ensures continuity in children's care and learning and smooth transition when children move on.

The highly motivated and enthusiastic management team and staff use an effective ongoing system of monitoring and self-evaluation that includes parents and children to reflect upon the provision. Future actions are well chosen and carefully planned so that the impact is evident in most of the areas where it is needed. For example, extensive work has been carried out to create and further develop all available outside play space to enable as many children as possible to have free flow play between the inside and outside areas. The owners and management team have a clear vision for the future and have high expectations of staff. They demonstrate a strong commitment to their continuous improvement.

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

Children are secure and settled in the care of the staff who know them well. They show a strong sense of belonging and quickly learn the daily routines. High quality planning ensures children are suitably challenged by most learning experiences provided. Activities are planned based upon thorough and accurate observations and assessment and as a result children make good progress in relation to their starting points. Children become active learners from a young age. Babies and toddlers enjoy frequent opportunities to explore the world through their range of senses. They explore their sense of touch and taste whilst investigating for instance a variety of soft fruits. They re-enact their experiences whilst washing baby dolls and are intrigued by pouring water. Babies respond rhythmically to music and develop an awareness of their own bodies through songs such as 'Head, shoulders, knees and toes'. Staff form close relationships with young babies who are supported well when settling into the nursery.

Children aged two to three years self-select resources and activities based upon their previous interests, Children are intrigued by pouring and filling containers with water. Key workers are clear as to children's next steps and support these through thoughtful questioning, for instance introducing concepts such as bigger and smaller, heavier and lighter. Some staff however are unaware of the focus for individual children's next steps and therefore are unable to offer suitable challenges to support them to move forward in their learning particularly during free-flow spontaneous play. Group time with pre-school children is used effectively to support individual children's next steps in learning, Children are encouraged to listen to each other and take turns. This is supported effectively through the use of dolls. Staff have a clear understanding of the individual learning for each child through this activity and how this is supported through child-initiated play. Children are encouraged to start to use language to describe what they are doing and to recall their families and events in their lives. This is developed further when children manipulate and fold paper by describing what they are doing and when mixing paint, observing the effects and reasoning what they need and what they must add to make another colour.

Children are supported well by staff to understand the importance of good hygiene routines and the importance of healthy eating. Children develop a good understanding of the importance of regular exercise through a wide range of physical activities both inside and outside that they enjoy and engage in through free-flow and adult-led play in all weathers. Children show a good understanding of how to keep themselves safe within the nursery for example, when holding and using tools such as paint brushes, sitting appropriately on chairs and when negotiating stairs and areas of the nursery. Frequent opportunities through themed activities based around personal safety, practice of road safety when on walks to local shops, regular evacuation procedures and visitors such as firemen enhances children's understanding. Staff help children to manage their behaviour through consistent and sensitive guidance for instance through the use of hand signals such as 'stop' to inform others of their feelings and the effective use of props such as, egg timers to prepare them for the changing routine of the day. Staff provide positive and respectful role models; consequently children's behaviour is very good. Children develop good skills for the future. They play cooperatively together, learn to share and take turns and have regular access to a wide range of high

quality information and communication technology equipment throughout the nursery.

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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children adopt healthy lifestyles	2
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

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