

# Mama Bear's Day Nursery

Inspection report for early years provision

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<b>Inspection date</b>	31/05/2011
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<b>Type of setting</b>	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 Nursery at South Devon College opened in 2006 and operates from a purpose-built building within the college campus, which is situated on the outskirts of Paignton in Devon. Children have access to a secure outdoor play area. The nursery is open Monday to Friday from 8 am to 6 pm for 50 weeks of the year, not including the Christmas holidays. The holiday club runs 8 am to 6pm Monday to Friday for children age five to 11 years old. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 62 children may attend the nursery at any one time. There are currently 91 children aged from birth to under eight years on roll, some in part-time places. The nursery receives funding for the provision of free early education for children aged three and four years old. It cares for a number of children with special educational needs and/or disabilities and children who are learning English as an additional language. The nursery is managed by South Devon College, and provides childcare for students, staff and the community, as well as being a training base for childcare students. There are 17 childcare staff employed, all of whom have relevant qualifications. Two staff are training to complete an Early Years degree. The nursery is supported by an advisor from the local authority Early Years team.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive and make exceptional progress in their learning and development due to the effective support of a highly skilful, professional, and very committed team. Positive and caring relationships are established with the children and efficient arrangements ensure their individual needs are all met very well. Excellent engagement with parents and good partnerships overall aid continuity in children's care, within a very safe, secure, and vibrant environment. Seamless teamwork and the very high level of commitment to monitoring and improving the provision ensure excellent outcomes for the children.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further methods of working in partnership with other settings children attend to support their progress and development.

## **The effectiveness of leadership and management of the early years provision**

Children are highly protected as there are very robust systems in place to ensure the continued suitability of staff. The premises are very secure and visitors are carefully monitored and logged. The registration system effectively monitors who is present. The nursery management ensures that extensive risk assessments are routinely conducted and regularly reviewed. Any hazards are dealt with promptly to ensure children's welfare is highly maintained. The use of a television monitor and regular checks mean that children are very effectively monitored whilst resting. Comprehensive safeguarding policies are understood and consistently used to ensure that children are fully protected through collaborative working with key agencies. Staff's safeguarding knowledge is exceptionally good as they are fully up-to-date about current child protection procedures and training. Therefore, they are very clear of their roles and responsibilities in effectively protecting children.

The nursery's comprehensive evaluation of its practice is not only recorded but also demonstrated within the day to day operations of the nursery. For example, staff's contributions are highly valued in developing the nursery; using ideas from recent training they introduce areas to the rooms using the colours red, black and white to stimulate children's senses. Grant funding enabled the pre-school room to become open-plan with more storage and accessibility to enhance children's choices. Excellent consultation with parents using questionnaires has been acted upon and shared. Comprehensive policies and procedures are reviewed and updated. These are discussed in staff meetings and a policy of the month is displayed, and used, for instance, to support a parent's management of their child's behaviour. The high motivation of the nursery management in supporting staff's professional training and qualifications contributes to the overall exceptional capacity to make improvements and provide excellent quality childcare and education.

Exceptional relationships have been established with parents and they comment very positively on the high quality care, support and information they receive in enabling children's individual needs to be met extremely well. Staff have high regard for recognising the uniqueness of each child and settling in processes are individually tailored and very flexible. Relationships are established, nurtured and sensitively meet the needs of the whole family. Excellent information is obtained from the start about children's starting points and is used to fully support children's care, learning and development. This is updated as they progress through the nursery. Parents are extensively involved in children's learning through the nursery's high level of commitment to help them understand how children learn. A wealth of information is displayed and home-packs provide and encourage their involvement, for instance, with regard to creative play and stories. They share their children's 'WOW' achievements and use the home-books which include invaluable information about children's routine and day as an effective system to communicate with their key person. Excellent daily communications and full accessibility to children's learning diaries mean parents readily see and contribute to children's excellent progress. There are good systems in place to ensure that partnerships with other professionals support children well, such as speech and

language therapists. Close links have been established with the college and student involvement has helped children's health awareness through presentations about healthy eating and colds. Transition to school settings is supported well through passing on documentation and liaison. However, links with some other Early Years settings are less well established in order to collaboratively support children's learning and development fully. The nursery has already identified this as an area for future improvement.

Children have independent access to an abundant range of high-quality toys and resources, within a very well-planned, calm and welcoming environment. These effectively support their imagination and learning extremely well, using free flow opportunities to play indoors and outside. Therefore, babies thoroughly enjoy access to creative activities at their level and children mark make on the low level chalk boards outdoors. The fully inclusive environment values and acknowledges children's achievements through displayed work and areas of interest, alongside photographs of outings. This enhances their sharing of experiences, language and communication. Very effective liaison ensures children's individual needs are well met, such as cultural and dietary requirements. Children learn very positively about differences. They engage in many celebrations and festivals which include cooking foods from around the world where they experiment eating noodles with chop sticks. Staff confidently use Makaton sign language during rhymes and circle time to ensure all children are included. Parents contribute exceptionally well to children's learning as they share knowledge and resources from their own backgrounds. This further underpins the excellent relationships and contributions they make towards children's exceptional progress.

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

High quality planning each week and excellent organisation ensure that all children are challenged. This contributes to how enthusiastic, settled, confident and very happy they are. Adult-led activities have been well evaluated to further support individual children within the nursery and holiday provision. High quality assessments using a 'learning diary' and 'passport' effectively track children's progress across the six areas, using meaningful observations, photographs and examples of their work. This comprehensive system plans for children's next steps in their learning. Children's contributions are highly valued. For example, they share with the group their certificate of achievement from holiday and add this to their learning diary. Staff's excellent knowledge and implementation of the Early Years Foundation Stage contributes to children's exceptional progress. The staff know children very well and they skillfully enable them to explore, whilst observing, engaging and proactively extending their play. Staff have excellent relationships with children, they are very attentive and listen and engage extremely well. They very skillfully use conversations and ask questions, encouraging children to think and problem solve. For example, they encourage children to think about the letter sounds in their name and support them writing this on the chalk board. They use this spontaneous activity to introduce numbers whilst counting the chalks.

Children flourish; they are very inquisitive and have extremely positive attitudes to learning. They thoroughly enjoy their time at nursery and are well motivated and engaged in their play. They confidently ask questions and are keen to learn. Babies relish the sensory opportunities provided at their level. They experiment with the gloop using the wooden spoon to prod and tap it and are fascinated when they pick it up and it drips through their fingers. They make early marks with excellent support, for instance a child observes first and is then shown how to explore the messy materials before using the paint roller on the wall. Children thrive as they make decisions and many choices, for instance they look at the picture cards choosing a rhyme to sing with the whole group. They all engage enthusiastically during circle time, as they participate in rhymes and learn actions, sign language, and enjoy these fun inclusive group times with excellent staff engagement and support. Stories include excellent prompts and puppets, and children, therefore, relish these stimulating activities which capture their interests and imagination. They very confidently engage with each other as they role-play using the hats. They pretend they need to put out a fire and made fire engine noises, as they manoeuvre around the room with great skill and spatial awareness. Children very confidently use language to express themselves and share their experiences making reference to the display, 'I saw some ducks, they had bread'. Children spontaneously use numbers; they count to five when they count the children in the bathroom. They develop very good skills for the future. Excellent experiences enable children to learn about the wider world, as they grow tomatoes, nurture the sensory garden, visit the horticultural area of the college and see the animals. They investigate, bringing a small fly to show you on their finger.

Children are very well-behaved; they helpfully tidy away to a song facilitated by the staff. They are very familiar with expectations as they are included in devising the 'golden rules'. They spontaneously use manners asking, 'can I have some more water please' at snack time. Staff are excellent role models, who consistently praise and acknowledge children's achievements. Children therefore have high levels of self-esteem, are very confident to engage and share their achievements with pride. For example, babies clap with the adult after participating in a rhyme, smiling and giggling.

Children learn about excellent healthy life styles as they enjoy daily fresh air and exercise. They use equipment very confidently such as the push-along cars and slide. They use the hall facilities at the college which they walk to and enjoy obstacle courses and ball games. All children enjoy a very well-balanced diet, as they are provided with an excellent variety of home-cooked foods and snacks, and these are tailored to meet their individual needs. Drinks are readily available to maintain their fluid intake. Baby's routines and feeds are adhered to and they are secure and well cared for and very good hygiene practices are implemented for changing children,. A 'no shoe' policy indoors and effective bedding arrangements ensure cleanliness is of the highest standard. For example, individual sheets for each child are washed and changed regularly. Babies are confidently supported to use individual flannels to wipe their face and hands before lunch. Children independently use the toilet and wash their hands. Consequently, the outcomes for children are outstanding.

Comprehensive policies and procedures underpin the excellent service provided. Rigorous systems have been established to ensure that accidents, existing injuries, incidents and medication are comprehensively recorded and promptly shared with parents. Children feel safe and secure as excellent routines and procedures help them learn about safety from an early age. For example, they help to put toys away with support from staff and are encouraged to move safely between the areas. They become aware of hazards, for instance, they are supported returning the fallen chair to the table and use equipment safely. They take part in emergency evacuation drills to ensure that they are able to quickly and safely exit the nursery if needed. Local visits from the community fire brigade and police also provide invaluable information to ensure they become familiar and aware of safety measures.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
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	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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