

Mulberry Bush Day Nursery

Inspection report for early years provision

Unique Reference Number	EY346422
Inspection date	27 June 2007
Inspector	Hayley Lapworth
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Registered person	Jane Brailsford
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

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

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

The Mulberry Bush Day Nursery is one of five nurseries run by Bush Babies Nurseries Ltd. The Mulberry Bush opened in December 2006. A maximum of 86 children may attend at any one time. The nursery opens for five days a week all year round. Sessions are from 07:45 until 18:00. Children can attend a variety of sessions.

There are currently 79 children aged from six weeks to five years on roll, of these, 25 receive funding for early education. The setting currently supports a number of children with learning difficulties and also supports children who speak English as an additional language. The setting employs 13 members of staff. Of these, 10 hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is mostly assured because hygiene routines are promoted. Babies nappy changes are frequent and thorough keeping them clean and dry. Children are learning about suitable hygiene through reinforcement and positive role models. For example, all ages of children are encouraged to wash their hands at appropriate times throughout the day.

Children are beginning to learn about how to keep healthy. The staff team have good knowledge and understanding of children's nutritional needs and they place a strong emphasis on the use of 'fresh produce'. This is best demonstrated through the meals provided to children which contain the use of fresh herbs like coriander, broccoli florets and kidney beans. In addition fluids are accessible to the children at all times. This means that they are able to meet their own bodies needs when they are thirsty promoting their independence.

Staff are qualified in first aid. Children benefit through efficient accident and medication procedures ensuring they receive appropriate treatment. This is achieved through records which detail any action taken and the care they received. Following administration of medication or a child being involved in an

accident parents countersign the records. Parents are advised of the settings policy for seeking emergency medical treatment. However the setting does not maintain parent's written consent to seek emergency medical treatment. Therefore in the event of children requiring emergency treatment their health is potentially compromised.

Children receiving funded nursery education are developing skills in manoeuvring their bodies. They have sufficient opportunities to equipment which promotes their physical development such as climbing equipment. Children are encouraged to be active and use the space around them by taking part in a charity walk, enhancing a healthy lifestyle. Some children use the areas around them imaginatively. For example, two children played alongside a travel agents booth at 'going on holiday'. Along with a member of staff they travelled on a variety of transport such as a boat and an aeroplane. This shows they are at ease and confident in their surroundings which supports them in developing their own ideas.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are able to move freely around the setting, which is clean and generally well maintained. The staff have a suitable awareness of potential risks to children. They have taken some precautions to make the physical environment safe and secure. For example, the system to monitor access to the premises is effective, visitors are met on arrival and a written record of their presence is made. Also, children are supervised at all times as staff communicate with one another when they are leaving the play rooms. This means the children are kept safe and ratios of staff to children are met at all times.

Toys and resources are stored appropriately allowing children to make choices from what they can see. This develops their independence and enhances their skills in decision making. The kitchen is made inaccessible to children and the outdoor area is maintained in a safe condition. This helps to protect the children from having accidents.

Children's welfare is satisfactorily safeguarded by staff who have suitable working knowledge of abuse and neglect. They are aware of local referral procedures and their general responsibilities. There is a child protection policy in place which is easily accessed by parents and visitors.

Children are beginning to learn how to keep themselves safe. For example, they are involved in practising the fire drill. Staff are aware of their roles and responsibilities for evacuating the premises and there is a written fire drill appropriately displayed. Therefore, the safety of parents and visitors in the event of an emergency is considered and enhanced.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are generally happy throughout their time in the setting. Many play with their friends in a relaxed environment and have fun. This is best demonstrated by the way very young children follow one another with wheeled trucks and laugh as if they are being chased. Some children are independent in making choices. For example, they browse around on arrival and select what they would like to do. This enables them to develop confidence and make decisions for themselves.

The setting are using the 'Birth to three matters' framework well as a reference tool to provide a range of activities. This means that younger children access valuable experiences that contribute towards their development. For example, they benefit from suitable play opportunities which develop their language and social skills such as access to telephones, interactive books and early technology. During play children are supported by staff who they are at ease with and are building meaningful relationships. For example, they listen to them and communicate about their individual home experiences. Some children are beginning to develop confidence in speaking in a group. This is most evident in 'circle time' when they greet one another good morning, showing they are comfortable in their surroundings.

Nursery Education.

The quality of teaching and learning is satisfactory. Some staff have a suitable understanding of the Foundation Stage and how young children learn. This includes encouraging them to be involved and have first hand experiences. Three and four-year-olds access suitable experiences that relate to the six areas of learning helping them to make some progress in their development. The activities the children access are resourced appropriately and reflected in the groups planning. However, this planning is not always effectively understood by staff leading to confusion in delivery in some areas of the early years curriculum. This means that children's learning may be compromised. Staff are in the very early stages of beginning to consider how to extend learning for more and less able children. Therefore, at present they do not always benefit from additional challenge. Children's achievements are monitored by staff who make observations and are beginning to link them to the stepping stones. These are then used to inform children's individual assessment records and for a few children further targets are then identified.

Some of the more able children are beginning to understand that print carries meaning and develop early writing skills. They have opportunities to write for a purpose, this is best evident in their attainment files which show examples of mark making and early writing skills. They regularly have access to writing implements in a variety of forms. Children's name cards are suitably used some of the time to promote letter recognition and formation. However, at times

opportunities are missed for children to 'find' and 'seek out' their own names from the pile of name cards.

Children are developing a satisfactory understanding of numbers, how to count in order and are showing signs of understanding early stages of calculation. They are encouraged to use number in a suitable variety of ways. For example, counting how much money they have in the travel agency, how much they need to pay for a holiday and how much change they should receive.

Helping children make a positive contribution

The provision is good.

Children attending the group come from culturally diverse backgrounds and some children attending have identified special needs. Some staff have a good knowledge base and experience of working with children with special needs. They form working relationships with other professionals that contribute to their care. This means that they are able to competently support individual needs and provide tailored care.

Written and verbal communication at the start and end of the day ensures parents are kept informed about their child's care. Parents who made comment are happy with the care their children receive and the service provided. For example, they share that staff are affectionate towards their children and they are always keen to come to nursery.

Children's spiritual, moral, social and cultural development is fostered. They are encouraged to show care and concern for each other and generally play together harmoniously. They are learning how to behave well because good behaviour is praised and encouraged at individual's stage of development. For example, babies and toddlers are praised through clapping and excited facial expressions made by staff.

Children are learning to value differences through a good range of resources promoting positive images such as dolls, books, posters and dressing up clothes. The group provide activities which help children find out about people with different cultural backgrounds, through celebrating a selection of festivals.

The partnership with parents and carers of children in receipt of nursery education is satisfactory. Staff informally discuss with some parents their children's levels of attainment on entry, however, this information is not effectively used to ascertain their starting points and inform planning. Therefore, planning does not always effectively relate to children's level of development and the children's learning is compromised. The group hold consultation meetings with parents and the children's key worker to discuss progress made, which ensures they are formally informed of their child's stage of development. Staff share their written observations and records that link to the early education curriculum. Some information about the foundation Stage and the six areas of learning is available to parents. As a result, parents have some opportunity to understand what their children are learning and are able to contribute to this learning at home.

Organisation

The organisation is satisfactory.

Parents are provided with written information about the group's policies and procedures, some of which are regularly reviewed. This means that parents are provided with up to date information most of the time.

Children benefit from an environment that is suitably organised. This ensures they have access to appropriate learning opportunities inside and outdoors. Staff work together as a team and communicate well keeping one another informed about the children's individual care. For example, their dietary needs are shared and discussed with the kitchen staff. Staff are deployed into areas effectively, this ensures the children are suitably supervised and makes them feel secure in their surroundings.

Recruitment and vetting procedures ensure that the staff have suitable qualifications and experience to work with children. Staff training needs are in the process of being identified and staff are keen to enhance their professional development. At present over half of the staff team hold early years qualifications, which contributes to the quality of the setting and provides the children with appropriate care.

The leadership and management of children in receipt of funding for early education is satisfactory. Leaders create a suitable setting steered by aims, objectives and job descriptions. They are clear about their roles and responsibilities and often provide a hands on approach alongside staff in the rooms. Management and staff are beginning to evaluate the setting's practice along with the early years mentor to ensure that all children have access to valuable learning experiences that relate to the Foundation Stage and the early learning goals. Leaders are becoming involved in providing some aspects of nursery education, this is achieved through the support they provide to staff. Management of staff is satisfactory, systems are being developed at present to provide staff with formal supervision and an appraisal system where they can begin to look at their own strengths and weaknesses. Overall, children's needs are met.

Improvements since the last inspection

Not applicable as this is the first inspection since registration.

Complaints since the last inspection

Since the registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- make sure that emergency medical consent is obtained from parents at the time of placement and all policies and procedures are regularly reviewed.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- implement a system of children's initial assessments that includes parents to determine their starting points on entry to funded nursery education
- increase the knowledge and understanding of staff who work directly with children within the Foundation Stage, ensure that staff understand the planning, that it is effective and includes challenges for more and less able children
- make sure that opportunities to progress children's development are not missed.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk