

Mulberry Bush Day Nursery AT St Edmunds

Inspection report for early years provision

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Inspector

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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

Mulberry Bush Day Nursery at St Edmunds is a privately managed setting. It was registered in 2009 and operates from an adapted chapel building near Wymondham, in Norfolk. The nursery, whilst accessible, has some internal steps to enable families to reach all areas within the facility. The setting has a secure, enclosed area for outdoor play and ready access to an orchard. The setting is open each weekday from 8.00am until 6.00pm, closing for one week at Christmas and bank holidays.

The nursery is registered on the Early Years Register and compulsory part of the Childcare Register. A maximum of 27 children may attend at any one time on the Early Years Register. There are currently 47 children aged from eight months to four years on roll in the Early Years Foundation Stage age group, who attend different nursery sessions throughout the week. The setting is in receipt of government funding for early education. The setting welcomes children with special educational needs and/or disabilities, and children with English as an additional language. Links are developing with local schools and other early years providers.

The nursery is owned and managed by two leaders, one of whom holds Early Years Professional Status. There are six full-time members of staff and five part-time members of staff working in the nursery, nine of whom hold appropriate qualifications and a nursery manager, suitably qualified, who also oversees the running of the nursery on a day-to-day basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The inclusive nature of the setting ensures that all families receive a warm welcome and children are happy, being well supported by enthusiastic and caring adults. Staff value the uniqueness of each child, working alongside outside agencies to ensure children with disabilities individual care needs are met, however, staff resources and specialist equipment are not always easily accessible for outside play. Partnerships with parents and the setting's approach to securing children's safety are exemplary. All children enjoy themselves and achieve in their learning with assessment and planning systems for activities being generally secure amongst the staff team and early learning goals being promoted well in most areas. The setting is positively led by the owners and management team who have established very effective systems for monitoring and evaluating the provision to enable the setting to identify and action areas for continuous improvement. The setting's ability to drive through ongoing improvements is phenomenal.

What steps need to be taken to improve provision further?

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

- continue to embed effective practice with all staff with regard to assessment and planning of activities, both indoors and outdoors, for each child
- make sure that throughout the day there is time and space for children to concentrate on activities, develop their own critical thinking and use technology
- use staff's help as necessary to support individual children with disabilities, particularly with regard to physical activities by making sure specialist equipment is easily accessible.

The effectiveness of leadership and management of the early years provision

The setting's owners, manager and staff have a secure understanding of the procedures to follow to ensure children are safeguarded. Recruitment procedures are robust and all staff have undertaken appropriate checks, ensuring that those working with children are suitable to do so. Good systems are in place to check staff's ongoing suitability to work with young children and a whistle blowing approach to team working ensures children's welfare is at the centre of the nursery's thinking. Children's safety is given excellent consideration. Robust risk assessments are used effectively to reduce potential hazards and children play in a safe and secure environment. The owners, manager and staff team work to clear aims for the children's care and learning at the nursery. The setting works effectively to monitor and evaluate the provision and managers are clearly aware of their strengths and areas for further improvement. Written ongoing action plans actively support the setting in driving through continuous improvements and the setting has achieved a high standard of progress within a short time span of opening. The building has been converted, ongoing development is underway to create separate play areas for different ages, new equipment and staff have been appointed, with staff taking part in an intensive induction and training period, and the children's experiences have been constantly under review to ensure that during the settling period their individual care needs have been actively met.

The nursery is bright and welcoming with displays of children's art creations and photographs promoting children's sense of belonging. The children are highly respected as individuals and the setting works closely alongside outside agencies and parents to meet the needs of all children, especially those with special educational needs and/or disabilities. All children are well supported and included in most activities on offer and in the life of the setting. However, when children with disabilities are playing outdoors, additional staff resources and specialist equipment are not easily to hand which reduces opportunities for the children to be robustly supported in their endeavours to be physically active.

Partnerships with parents are exemplary. Information is shared between staff and parents on a daily basis and parents have rich opportunities to become involved in their child's learning. Individual care and learning plans are agreed when children arrive, with parents' wishes regarding their children's routines being actively supported. Individual scrap books are used as a method to record children's achievements with contributions from parents, key worker staff and children

themselves. Parents are able to put forward ideas through regular evaluation and the setting's suggestion box. Documentation is well organised with a good range of policies and procedures in place which effectively underpin good practice and reassure parents about their children's welfare. Parents speak very highly of the setting, especially the individually tailored settling-in processes, the level of care and consideration given to children with special educational needs and/or disabilities and the fact their children 'love to attend' the nursery. The nursery works effectively in conjunction with parents and health agencies to ensure the needs of children with disabilities are actively met and the setting are developing links with other local schools and carers to further secure children's care and learning.

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

Children are secure and settled in the nursery. Those that take a little longer to settle because they are new, are reassured well by staff until they gain their confidence. Staff place a strong emphasis on an effective key-person system and work hard to form genuine bonds with children. A good range of age-appropriate activities and experiences are offered to children, both planned and child initiated. This ensures children are positively engaged in their learning as they make choices about the direction of their play. When staff and children are based in set areas children can be seen to be well supported in making connections in their play, for example, as they sit with staff in the wet area discovering the properties of wet and dried pasta. However, there is a high degree of movement of both staff and children within the building to access the different areas and at times children do not have the time and space to concentrate on activities and be consistently supported in developing their critical thinking. Information about children's starting points are gathered from discussions with parents and through ongoing observations to collate a good baseline assessment about children's skills. A clear system is in place to assess children and plan activities, however, these systems are not yet fully embedded across the staff team for each child with regard to all aspects of indoor and outdoor play.

Children behave well. They are considerate of each other from a young age and co-operate well together, for example, as they create a tea party with house toys. Language development is well promoted as staff enthusiastically listen to older children as they talk about their lives outside of nursery and babies are starting to vocalise well using a variety of sounds and tones. Children enjoy sharing stories on the comfortable beanbags and have good opportunities to mark-make. Children learn about the meaning of different words, such as 'quiet' and 'loud' as they sing songs in different volumes. Mathematical skills are promoted well during activities. For example, babies and toddlers begin to realise that something is still present although it cannot be seen during games of 'peepo' and older children count the number of pasta pieces up to 12. Children have some access to resources that can be programmed, such as tape machines and cash tills in the home play area, however, they enjoy too few experiences of early technology. Children learn about different cultures through a range of festival celebrations and the positive imagery at the setting. Regular exercise and fresh air in the garden helps to exercise

children's lungs and develop their physical capabilities. Children enjoy their imaginary play, for example, as they use soft toys to take for a walk and share lively conversations on toy mobile phones with other children and staff.

Children are cared for in a safe, clean and hygienic environment. They are learning to keep the environment safe, for example, by being reminded to hang up their coats to prevent a tripping hazard and to use equipment safely. Children and staff follow good hygiene routines to prevent the spread of infection and staff hold valid first aid qualifications which ensures that minor accidents can be dealt with effectively. Children's growth is promoted as they have access to a range of healthy, nutritious snacks, regular meals and fresh drinking water. Good opportunities are provided for babies and children to enjoy messy play which stimulates their senses and develops their creativity. They use a variety of dough, paints, craft materials and delight in visiting the sensory room. Toddler age children, intrepidly at first, enter the sensory room to explore, being quickly encapsulated by the range of texture, light and movement in the room which they fully explore with their bodies, hands, noses and tongues. Babies show a great deal of confidence and trust in their staff, which promotes their self-esteem and security. Nappy changes and feeding times are effectively utilised by staff to bond with the youngsters through good eye contact and gentle running commentary. Babies who attempt to pull their socks off are keen to repeat the activity and giggle with delight at their newly discovered physical abilities and 'tickly' toes.

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

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	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	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