

# Mulberry Bush Day Nursery

Inspection report for early years provision

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**Unique reference number** EY346422  
**Inspection date** 03/06/2010  
**Inspector** Kate Bryan

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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**

The Mulberry Bush Day Nursery is one of six nurseries run by Bush Babies Children's Nurseries Ltd. The Mulberry Bush opened in 2006. A maximum of 86 children may attend at any one time. The nursery opens for five days a week all year round apart from Bank Holidays and Christmas. Sessions are from 7:45am until 6pm. Children can attend for a variety of sessions.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare register to care for a maximum of 86 children, and of these, 20 may be under two years. There are currently 73 children on roll. The nursery currently supports some children with special educational needs and disabilities and children with English as an additional language.

There are 11 members of staff working with the children, of these all are qualified. The setting receives support from a mentor teacher from the Early Years Development and Childcare Partnership.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and settled because the staff ensure they have a good range of varied and challenging activities. Staff know the children as individuals and this is achieved because they work closely with parents to understand children's changing needs. Children make good progress in the Early Years Foundation Stage and have easy access to a good range of resources: recommendations have been made to further develop some areas of learning. Systems to monitor and evaluate the setting's performance are good and self-evaluation is used effectively to enable the setting to maintain continuous improvement. All required policies and procedures are in place and all recommendations from the last inspection have been actioned.

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

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

- promote links between children's starting points and the areas of learning so their progress is maximised
- develop opportunities to promote children's independence in the area of knowledge and understanding of the world.

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

Staff have a good understanding of their role in safeguarding children and most staff have attended training in this area. They are clear about reporting procedures and a useful policy is in place which is shared with parents. Children's safety is

further enhanced as people who are not vetted are never left alone with children and all visitors sign into the building so staff have a good awareness of who is on the premises. Detailed risk assessments are in place for indoors, outside and outings and access to the building is controlled via an intercom so children's safety is well promoted. The manager and staff have worked hard to create a welcoming environment and staff's awareness of individual children helps them to settle well. There is free-flow from the baby room to the outdoors and in rooms children have lots of opportunities to follow their interests and move from activity to activity. For example, children moved from making cakes to constructing a boat and happily involved staff in this.

All the staff team are qualified and several staff are pursuing further training to enhance their awareness of working with children. Training is well supported at the setting and courses attended include first aid, courses relating to learning and development, safeguarding, food and hygiene and management and leadership. This demonstrates the setting's commitment to ensuring staff development and providing a quality service to children.

The manager understands that self-evaluation is a working document and has used this effectively to identify areas for improvement, such as developing the outdoor area. All staff are actively involved in identifying strengths and the manager has devised an action plan to maintain continuous improvement. The setting is also using the 'Quality Improvements Framework' to ensure staff reflect on practice and indicate areas for improvement.

A useful range of operational policies and procedures are in place and parents receive a prospectus with many of these included. They also have the opportunity to comment on the running of the nursery via questionnaires and a suggestion box. Staff view all responses positively and many requests, such as offering dance to children, have been acted upon. Staff are always available to be spoken with and parent's evenings are in place so parents can see their children's progress. Parental participation in children's learning is also well promoted as they can complete a 'My Week' book which informs staff of children's activities and achievements. Parents expressed positive comments about the nursery and staff and felt they were well informed about their child's progress. Good progress has been made in working with others who deliver the Early Years Foundation Stage to children so they receive a consistent service.

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

Staff have a good understanding of the Early Years Foundation Stage which means planning ensures children make progress in all areas of learning. Weekly plans are in place which are based on observations completed the previous week, this ensures all children have an individual learning experience. Activities are linked to the areas of learning and assessments clearly show what children have achieved and need to learn next. This is sometimes not supported as well as possible as starting points are not yet linked to the areas of learning. Staff and children interact warmly and children's interests are well supported. For example, a child

brought in pine cones for children and suggested that they could paint them. Lots of praise was received for this idea and children enjoyed using a variety of colours to paint and make pictures.

The nursery is well resourced and rooms are used well to provide children with opportunities to engage in a wide variety of activities. For example, children can access book areas, mark-making tables, home corner and construction areas. Many resources are positioned at children's height so they gain confidence in making choices and several boxes are labelled so they learn to recognise words. Numbers and children's names are also displayed around the garden which helps children to explore the environment whilst promoting physical skills. A large garden also provides children with good opportunities to develop their physical skills as they balance on beams and use slides. The garden is attractively laid out with areas for children to grow food, flowers or dig for worms. There is also a summer house and a large covered sand pit which means children can enjoy outdoor activities throughout the year. There is also a summer house and a large covered sand pit which means children can enjoy outdoor activities throughout the year. The children are excited by the natural world and particularly by the birds in the bird box in the garden. They have grown seeds, vegetables and herbs and use these in cooking so they make good links between the environment and healthy eating. Most opportunities to participate in gardening tasks such as these help to increase children's knowledge and understanding of the world and also help to promote their independence.

Children have a secure understanding of good hygiene procedures as they routinely wash their hands and use liquid soap and paper towels to prevent cross-contamination. They also understand about healthy eating, for example, as they help to make pizzas, and older children help themselves to fruit and drinks at the snack table.

Staff have worked hard to help children learn about the needs of others, for example, as they help to raise funds for good causes and their understanding of the wider world is also well promoted. For example, as they learn about a range of festivals and enjoy food, such as, spring rolls. Children behave well and are learning to work together and they respond positively to staff reminders, for example, to share.

## 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> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

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

|  |   |
|--|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 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

|  |   |
|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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            | 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