

Mulberry Bush Day Nursery

Inspection report for early years provision

Unique reference number

EY404677

Inspection date

16/07/2010

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, which is part of Mulberry Bush Childcare Services, registered in February 2010. The setting is privately owned and managed, and operates from a two-storey Victorian property located off Anlaby Road, a main road leading directly into Hull city centre. The premises were previously registered as a nursery before the change of ownership. Children have use of three rooms on the ground floor, where babies and toddlers under the age of three years are cared for. A room on the first floor is where pre-school children play. There is an enclosed rear garden for children's outdoor play opportunities.

The setting is registered, by Ofsted, to care for 30 children under the age of eight years, 17 of whom may be under the age of three. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 6 children on roll and all are within the early years age range. Two children attend that speak English as an additional language and support is provided for children that have special educational needs and/or disabilities. The setting is open between 8am to 6pm, Monday to Friday, all year round, with the exception of public holidays. It may provide care before 8am and on a Saturday morning following prior arrangement with the proprietor. There are seven staff members on roll, all of whom hold a recognised childcare qualification. The children keep goldfish as pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting has recently benefited from highly successful internal improvements. The result is a bright, clean and welcoming environment. Gradually, children are being introduced into this new provision and relationships are blossoming between staff, children and their parents. Links to establish partnerships in the wider context are under development. At the time of the inspection, numbers of children were low but staff are using this time effectively to get to know children well and, in particular, their individual care and learning needs. The majority of operational procedures are established, although, some recording systems lack detail. Although current self-evaluation is weak, the provider is extremely ambitious, with a strong desire and drive to effectively implement plans for future action to improve the provision and outcomes for children.

What steps need to be taken to improve provision further?

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

- improve the risk assessment to cover anything which a child may come into contact with
- ensure parents written consent is clearly in place for the seeking of any necessary emergency medical advice or treatment

- improve the daily register to show the hours of children's attendance
- develop the use of self-evaluation to secure improvement of the provision.

The effectiveness of leadership and management of the early years provision

Access to the provision is enhanced by a secure, personalised entry system. Staff are vigilant about greeting adults who arrive to deliver or collect children, although, not all recording systems effectively support this. Checks are carried out on staff and volunteers to make sure there are no reasons why they should not be employed or be in close contact with children. Daily checks are carried out to make sure the setting is safe for children to be in. Some written records regarding risk assessment are in place, but not all areas that a child may come into contact with have been covered. Children are helped to feel safe by being familiar with the settings procedure to evacuate the premises in an emergency. High levels of adult supervision, support and interaction help children develop a sense of belonging to the setting. For example, children know where to hang their coats, get a drink or find toys and resources easily.

Staff have high expectations about securing further improvement, although, they have yet to establish robust self-evaluation systems. They have created an environment for children that is conducive to learning. Planning reflects the individual interests of children and gives good consideration to the next stage of learning. Systems for observation and assessment, as children move towards the early learning goals, is greatly enhanced by photographic evidence. This is shared with parents and provides an accurate account of the activities children are involved in and the learning outcomes. Resources are plentiful, of a good quality and support children's learning and development effectively. Many are made from natural materials supplemented by a wide range of everyday items that babies and children find interesting and are curious to explore. Some resources are designed and made by the staff and are particularly beneficial as they can be borrowed by parents and used at home to support children's learning further.

There is very good support available for those children who speak English as an additional language or who have special education needs and/or disabilities. Staff have a good knowledge of each child's background. They are committed to working in close partnership with parents and interagency teams to ensure that each child receives the support he or she needs. Parents are kept well-informed and good attention is given to meeting their specific wishes, for example, following information exchanged between parents and staff at the setting regarding the individual routines of babies and children. Parents have good access to the setting's range of policies and procedures and also information regarding their child's development. Although their written consent is obtained for a number of operational procedures, it is currently unclear about permission for the seeking of any necessary emergency medical advice or treatment.

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

Children make good progress in their learning and development. New children are given time to 'settle in' at the nursery, which provides a good opportunity for parents and staff to share information about children's starting points and capabilities. Babies and children are observed to be happy and content at the setting, and secure friendships are quickly forming. They are able to help each other, such as at tidy time or to hang a friend's coat on the correct peg. They understand basic routines, such as washing their hands before eating and putting slippers on their feet following outdoor play. They know where they can find a drink, either by looking for their own beaker or using the jug or child-sized water dispenser provided.

A varied and healthy menu has been devised for children, although, at the time of the inspection meals were being 'cooked to order' following discussions with children. During the day children can use the outdoor area which is part of the ongoing improvement and development plan. Children can, for example, use mobile toys and equipment outside or dig in the garden and tend to the flourishing plants in the vegetable patch including sweetcorn and peas. They are learning about the wider world through activities, toys and resources which introduce them to our diverse culture. Plans for the future include visits to the nursery by adults from the local library and taking children out for walks around the surrounding community.

Children's development is particularly enhanced by good attention to detail to provide them with focused areas of learning, very well resourced by a varied and exciting range of toys and equipment. For instance, there is a science area which successfully invites children to be curious and investigate the books and resources provided. Areas focused on children learning to write and make marks or to inspire their imagination are provided, and the majority of equipment is very easily accessed, supporting independence, choice and decision-making skills. Furniture and soft furnishings are of a very high quality and include child-sized tables and chairs, bean bags and rugs. There is a cosy corner for the youngest children, complete with drapes, soft cushions, books and toys to help them relax and feel secure.

The behaviour of children is very good as they are engaged and well occupied. They play well independently or alongside their friends. They understand the need to cooperate and are responsive when staff support them to share, take turns and resolve disputes. Children's progress in communicating, literacy and skills relating to information and communication technology is developing well. Resources are provided for children aimed at developing skills they need in order to secure future learning, for example, interactive toys, computers, cameras, pretend money and credit cards. There is a broad selection of equipment available to aid children's understanding of number and counting. Children can also use this equipment to construct, be creative or use in a variety of role play situations.

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?	3
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?	3
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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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

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	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