



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 125049

DfES Number: 590907

INSPECTION DETAILS

Inspection Date 05/07/2004
Inspector Name Lisa-Marie Jones

SETTING DETAILS

Day Care Type Full Day Care
Setting Name The Mulberry Kindergarten
Setting Address 10 Howard Road
South Norwood
London
SE25 5BU

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name Kim Dixon & Faye Blake
Address The Mulberry Kindergarten
10 Howard Road
South Norwood
London
SE25 5BU

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Mulberry Kindergarten opened in September 1997. It operates from a large house which they have sole use of, located in a quiet residential area in South Norwood. The group serves the local community and local working parents. There are currently 36 children from 6 months to 5 years on roll. There are 12 funded 3-year-olds and 6 funded 4-year-olds attending. Children attend for a variety of sessions. The setting is currently supporting one child with identified special educational needs. There are no children who speak English as an additional language.

The nursery is open from 08:00 to 18:00 Monday to Friday, all year round apart from bank holidays, and staff training days and one week over the christmas period.

Eleven staff work with the children. Eight have an early years qualification, three members of staff are unqualified, two of whom are volunteers. The setting receives training and support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Mulberry Kindergarten provides good care for children ages six months to five years.

Staff ensure children are safe both inside and outside by following detailed risk assessments and health and safety guidelines. However, nappy changing procedures are not followed fully and children were not seen to use soap when washing their hands. Staff work well as a team and therefore are able to carry out duties efficiently to enable the smooth running of the nursery. The setting is very calm and well organised. Children's and staff attendance is recorded, but does not show arrival and departure times.

Children have a key worker assigned to them and spend time in small, as well as large focused groups. Staff relate well to the children and take part in activities. They encourage and praise the children when appropriate, and support them in becoming

independent learners. Children have good relationships with staff and each other and organise themselves into small groups and share well, when taking part in activities. Children have access to a broad range of good quality resources and planned activities both inside and out. Children with special educational needs are fully included in the pre-school environment.

All staff have a very professional approach toward parents and promote confidentiality at all times. There are clear procedures and policies that are adhered to by parents, staff and children. Staff provide a welcoming and friendly environment for all parents and carers and provide ample opportunities to share information regarding their children's progress.

What has improved since the last inspection?

At the last inspection no improvements were highlighted

What is being done well?

- Staff interact well with the children which ensures that they are motivated and enthusiastic to take part in activities. Staff are courteous towards each other, and the children which has a positive impact on children's behaviour. Children are well mannered and respectful towards everyone in the nursery.
- Staff plan a varied curriculum and ensure that resources are plentiful and of good quality. They organise the environment well to ensure children can access all activities independently both inside and outside.

An aspect of outstanding practice:

Staff are good at encouraging children to be independent learners and to take responsibility for their own actions. All activities planned are child lead with staff supervising closely. They are skilled at supporting the development of language and communication throughout all activities.

What needs to be improved?

- the nappy changing and children's hand washing procedures
- the attendance registers for staff and children

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The Mulberry Kindergarten provides high quality education overall which enables children to make very good progress towards all the early learning goals, but more so in personal, social and emotional development.

The quality of teaching is very good. All staff have sound knowledge of the early learning goals and have access to ongoing training. Staff manage the children well and have good relationships with them. They plan a variety of practical activities, and they understand what children learn from them and make learning fun. Children have ample opportunities to take part in creative activities. Observations and children's assessments show how children have moved from one stage of development to the next, although it is not always clear what children have gained from focused activities and how this aids planning. The staff team communicate well and are very supportive of each other, they know what is expected of them and are committed to working as a team. Children benefit from extra curricular activities including French and swimming from qualified teachers.

Leadership and Management is very good. The setting is clearly managed with the providers/managers taking responsibility for the organisation and deployment of staff. Staff are given the opportunity to put forward ideas to contribute to written planning. The providers are committed to improvement and are aware of their own strengths and weaknesses.

The partnership with parents is very good. Parents have ample opportunities to discuss children's progress formally and informally and are informed about forthcoming events and the curriculum. Children are given a record of achievement at the end of their time with the nursery which highlights the six areas of learning.

What is being done well?

- Staff have a sound knowledge of behaviour management and are good role models for the children. They are respectful and courteous at all times, this has a positive impact on the children as they are polite and well mannered and take full responsibility for managing their own behaviour. Children are very happy and confident they are able to express their needs and feelings openly.
- Staff plan an exciting and varied curriculum and organise the environment and resources so that children have access to a broad range of good quality resources, which they access independently. Staff give children good levels of support. They follow the children's lead and allow them to develop at their own pace.

What needs to be improved?

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| <ul style="list-style-type: none">● the use of focus sheets to aid planning |
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What has improved since the last inspection?

No areas of improvement were highlighted at the previous inspection

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are well behaved, polite and courteous with staff providing consistent and realistic boundaries. Children relate well to each other and staff, and children are able to share and take turns. Children are confident and motivated to learn. They have good opportunities to develop their independence and self help skills through everyday activities. Children have a good understanding of their own and other peoples cultures and beliefs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are keen to communicate with each other to express ideas and feelings. Children enjoy looking at books, having stories read to them and writing their own stories. There are good opportunities for children to practice and develop writing skills and they are able to read and write their names, simple sentences and other words. Children also have regular french lessons.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children can count confidently up to ten and older children beyond 20. They have a good understanding of shapes and space, and can compare size and quantity. There are good opportunities to recognise numbers and use maths in everyday activities including the use of simple addition and subtraction. Staff plan mathematics into all areas of the nursery. Children have access to good resources for mathematical development.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children can recall past and present events and show an understanding of time. Children have good opportunities to learn about their own community and other cultures as well as their own. They can use and explore information and communication technology independently and question why and how things work. Staff provide a good range of materials and activities for children to explore and investigate with all their senses and have a good understanding of the natural world around them.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently with control and co-ordination and use equipment to develop their large motor skills in the garden. They also take part in weekly swimming lessons. Children are developing their fine motor skills with the use of pencils, rolling pins, cutters and scissors. Children have many opportunities to practice and develop their pencil control. They know about the importance of staying healthy and how the body works.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children confidently use their imagination in role play, music, storytelling, and dance. Staff provide children with resources to develop their independent ideas during creative/messy activities. Children know their colours and are able to match, mix and grade them. Children participate enthusiastically in singing, and music sessions.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- *The are no significant weaknesses to report, but consideration should be given to the following:*
- *Ensure focus activity sheets are evaluative and aid planning for children's individual needs.*

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.