



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 125007

DfES Number: 514657

INSPECTION DETAILS

Inspection Date 25/11/2003
Inspector Name Donna Bonner

SETTING DETAILS

Day Care Type Full Day Care
Setting Name The Mulberry Bush Pre School
Setting Address St. Davids
Coulsdon
Surrey
CR5 2XE

REGISTERED PROVIDER DETAILS

Name The Mulberry Bush (Coulsdon) Limited 3902995 1084590

ORGANISATION DETAILS

Name The Mulberry Bush (Coulsdon) Limited
Address 80 Marlpit Lane
Coulsdon
Surrey
CR5 2HD

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

The Mulberry Bush Pre-School opened in 2000.

It operates from a purpose built pre fabricated building in the grounds of Byron Primary school in Coulsdon and serves the local area. The pre-school consists of two group rooms which can be divided to create four rooms, bathroom and kitchen facilities. There is also staff room and office. The pre-school also has access to outdoor facilities.

The Mulberry Bush is open from 8.00 a.m. to 18:00 from Monday to Friday during term-times and also offers a Holiday Club during most school holidays. A breakfast club is also offered.

There are 85 children on roll and 18 funded three and four year olds.

How good is the Day Care?

The Mulberry Bush Pre School offers good childcare overall. There is a qualified and experienced staff team who are enthusiastic about their work and regularly attend relevant training courses. The premises are welcoming and organised well to cater for the planned routine of both younger and older children. A wide range of good quality toys and equipment are accessible that encourage learning through play.

Children are safe within the premises and on outings and clear written health and safety procedures are in place. Childrens health is discussed with parents and records maintained and adhered to. Good hygiene measures are in place and children know the importance of basic hygiene in their routine. Staff are First Aid trained. Mealtimes are relaxed with staff sitting with the children and they are creative in their ideas to encourage children to eat. Two staff have recently attended child protection training and all are fully aware of their duty to protect children.

Children enjoy a wide range of stimulating activities that encourage all areas of learning and offer new experiences. Staff ask questions of children and they are very

interested in all that the pre school has to offer. There is a wide range of opportunities for children to learn in free play and planned activities. Space and time is organised well to allow quiet and energetic play and staff are spontaneous within the routine. Children behave well with each other and with staff and they are encouraged to express themselves. Staff review training received from the Behaviour support team and use photographs of children involved in activities to boost self esteem. Children with Special needs are offered good support from trained workers who also follow individual educational plans.

Staff work closely with parents even before placements commence and have also offered training. Methods to keep parents informed are being improved. All documentation is well maintained and accessible as necessary.

What has improved since the last inspection?

Not Applicable

What is being done well?

- Children enjoy a wide range of toys and equipment that offer them challenge and new experiences. They are happy, interested and keen to attend.
- Staff interact well with the children. They are spontaneous, play alongside them and show a keen interest in their learning. Children freely ask questions of them and make choices about their play. They are regularly praised and encouraged to make decisions.
- Staff observe each others childcare practice to monitor the quality of care. They have attended a variety of training courses to keep them more informed about the childrens needs including 'Children as learners', 'Safer food' and 'Child protection'. The children benefit from a more knowledgeable staff team that understands their needs.

An aspect of outstanding practice:

Parents have attended classes run by the staff team which has given them a broader understanding of the curriculum. Staff and parents are able to work more closely to meet the childrens needs.

What needs to be improved?

- the methods used to inform parents about activities provided for 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.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
12	Improve the methods used to inform parents about activities provided for the children.

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

How effective is the nursery education?

Mulberry Bush Pre-School offers high quality education where children are making very good progress towards the Early Learning Goals.

Teaching is very good due to the good teaching methods. Staff know children well and have very good relationships with them. Staff are able to engage children to extend individual learning. Children are encouraged by staff to think for themselves through staff's skillful questioning techniques. Staff plan a wide range of activities and make learning fun for the children. Staff are also able to demonstrate what they hope the children will achieve from each activity provided. All staff have good knowledge of the Early Learning Goals and observations and children's assessment are used to inform planning. Staff plan fully for the "what next stage" of development and this is included in all areas of learning. Children with special educational needs or English as an additional language are fully integrated into the provision.

Leadership and Management is very good. Staff work very well together to create a positive learning experience for the children. Staff are deployed appropriately around the setting. They communicate well and are very supportive of each other. Staff know what is expected of them and are very committed to working as part of a team. Staff attend courses on an on going basis. The staff team are very committed to improvement.

The partnership with parents is very good. Parents are provided with detailed information about the provision. Parents stated that they were very happy with the standard of care and education the pre-school provides. They welcomed training they could participate in by the pre-school. They found the information on topics and themes covered, helpful in supporting children's learning at home. However whilst some parents felt well informed others did not. A point for consideration would be to look at methods used to inform parents of activities provided.

What is being done well?

- Children are confident and interested in activities provided. They are confident in selecting own activities and making choices.
- Staff have a sound knowledge and consistent approach to managing children's behaviour.
- Children talk and communicate confidently with staff and each other. Many opportunities are provided for children to discuss and share ideas.
- Many practical situations are provided for children to problem solve in mathematical development.
- All staff have sound knowledge of the early learning goals, they plan a well balanced curriculum and make learning fun. Staff are able to fully engage

children to extend learning and question them effectively.

- The manager and staff are a very committed staff team and are always looking at ways of improving the pre-school provision.
- Parents interviewed stated that they were very happy with the standard of care and education provided.

What needs to be improved?

- the information given to parents regarding planned activities and topics.

What has improved since the last inspection?

Progress made since the last inspection is good.

Key issue 1 Encourage parents more formally to contribute to their children's assessment with observations of their learning at home. This has been implemented by the pre-school with the majority of parents contributing.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in personal, social and emotional development. Children are very confident in expressing their needs and ideas and relate well with each other and other adults. Children are confident and very keen to try new activities. Children are very well behaved are happy to take turns and share play materials. Children have good self care skills and are very independent at snack times.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children make very good progress in communication, language and literacy. Many children are confident and able speakers, they talk of their experiences and negotiate well with each other. They responded with enjoyment and listened attentively to stories. Good use is made of the written word to enable children to understand that words carry meaning. Some children are also beginning to link sounds to letters and are confident in writing their own names.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children's progress in mathematical development is very good. It is supported by a number of practical, hands on experiences where children work through problems to consolidate their knowledge. Children enjoy participating in number rhymes and songs. Children demonstrated a good understanding of positional language. Children are able to say and use numbers from 1 to 10 and older children beyond 20. They learn about shape and size through practical activities and spontaneous play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's progress in knowledge and understanding of the world is very good. Children's design and making skills are developed through practical activities. A range of materials are provide for children to explore and investigate. A sensory garden has recently been added to out door play. Resources and activities enable children to learn about different cultures and festivals as well as their own. Good opportunities are provided for children to use technology.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in physical development. Planned activities and the use of outdoor play give children opportunities to develop their large and small motor skills. Large motor activities are promoted through the use of wheeled toys and games in the garden. Opportunities are made available for children to use a range of small tools, such as pencils, scissors glue sticks etc to develop fine motor skills.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children are making very good progress in creative development. Children are given the opportunity to express themselves through a variety of activities such as role play to develop their imaginations. A wide selection of craft activities and free art are provided where they explore texture, colour and three dimensions. Children participate fully in singing and musical movement.

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:

- All areas of development are very good.
- Point for consideration:
- How parents are informed of planned activities and topics.

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.