

Mulberry Kidz Day Nursery

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Mulberry Kidz Day Nursery registered under new ownership in 2010. It operates from sole use premises in Bathampton, near Bath. It is privately owned by a company that also provides after school and holiday care at other settings. The nursery is open Monday to Friday from 7.30am to 6.30pm and runs for 51 weeks of the year. The nursery is registered on the Early Years Register and also on the compulsory and voluntary parts of the Childcare Register. No older children attend at the present time.

The premises are accessible on two levels with the entrance located on the ground floor. The nursery is registered to care for a maximum of 41 children, with no more than nine children under two. It offers full day care and sessional care as well as before and after school care. Holiday and after school care may be offered for children aged up to 11 years of age. There are currently 55 children on roll. All are in the early years age group and include children who receive funded education for three- and four-year-olds.

Thirteen staff work with children of these, four hold level 3 qualifications; another four hold level 2; two members of staff have level 5 and two are trained teachers. One member of staff is working towards a level 2 qualification. The manager holds a level 4 qualification in Early Years. Childcare staff are supported by a cook who works part time. The nursery is involved in the Quest for Quality scheme operated by Bath and North East Somerset early years department.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and are well motivated as they play and explore in the nursery's well resourced learning environment. Staff have a thorough understanding of the Early Years Foundation Stage and provide activities that support children in all areas of learning enabling them to make good progress towards the early learning goals.

Children are safe and have high quality play both indoors and outdoor as comprehensive risk assessments of the premises are carried out and staff also have a daily check list to ensure control measures remain in place. The secure partnerships with parents, other day care providers and the local school ensure there is continuity of approach between professionals and this collaboration enhances the outcomes for children in the community. All children are included and their differences are acknowledged and positively affirmed by staff. Self-evaluation of the provision is ongoing and plans are in place to extend some areas of the building and increase the number of places available for children under two years old.

What steps need to be taken to improve provision further?

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

- respond sensitively to the needs of each child during large group, adult-led activities and ensure routine care tasks do not impact on children's learning and enjoyment.

The effectiveness of leadership and management of the early years provision

Children's well-being is safeguarded and promoted as staff have a good understanding of child protection issues and are very proactive in not only complying with the requirements of the local children safeguarding board, but aim to develop other procedures to deal with current issues of keeping children safe in the nursery environment. For example, the nappy changing procedure is carried out under controlled conditions and staff encourage children who are able to carry out personal care procedures for themselves. All staff complete criminal records checks and have safeguarding induction. Others have completed level 1 safeguarding training. The nursery has a written policy which is accessible to parents. The designated person is sufficiently competent to deal with safeguarding issues as she has experience of working with a national safeguarding children agency. The manager has plans in place to update training of all staff through a whole group training exercise using professional trainers.

The manager involves staff in the self-evaluation procedures so they are able to share in the responsibility and contribute to plans for improvement in the delivery of the learning and develop curriculum. Staff development is given high priority in the manager's plans for improvement. Well trained and experienced staff are employed to work with the children. National Vocational Qualifications are also being completed by several staff. Plans for improvement include extending the kitchen space and the provision of organic food for all meals and snacks. Plans are also in place to replace the surface of the outdoor play area used by children under two years. Staff have a positive attitude towards diversity. They treat all children with respect and use praise and encouragement to promote their self-esteem. A range of resources with positive images of differences such as culture and disability is provided. This ensures that children are developing awareness of their own culture and also how other people live. Some members of staff are bilingual in other European languages and this assists when communicating with parents who use Spanish as their first language.

Partnership with parents and carers is established so parents know the nursery's policies and procedures and have regular information about the progress their children are making. Effective key worker systems are in place to facilitate a regular exchange of information between home and nursery. Staff encourage parents to become involved when planning to meet their children's individual needs. Clear and well set out learning records are also created and are easy to

access when parents want to look at them. Close contact with the nearby school enables staff to plan and manage the transition period for preschool children before they leave the nursery to join a reception class. Children are able to settle-in in the new learning environment with minimum disruption or distress.

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

Children take part in stimulating and enjoyable activities that keep them fully occupied and enable them to make progress in their learning and physical development. The excellent outdoor area is easy to access through the base room for two- to three-year-olds located on the ground floor. Children are excited to be outdoors in the spacious and well resourced area and free flow inside out play is promoted by staff. Children are confident and outgoing. They have excellent skills in personal, social and emotional development. Staff organise regular activities where children learn about different emotions and explore how they feel and express their feelings. A strong emphasis is also placed on encouraging children to 'use their words and their listening ears'. This enables children to easily play alongside each other in pairs and also in larger groups. Children are encouraged to be independent and to make choices. Older children have self-caring skills and attend to their hygiene needs without adult assistance.

The small baby room is a moderate size, cozy, home-from-home environment. It is safe, decorated with comfortable soft furnishings and stimulating toys are available at floor level for children to explore. From a young age children are showing pleasure in their achievements. For example, children enjoy grasping large shapes to fill the shape sorter container. A member of staff demonstrates how the shape may be passed through a hole of the same size. An 18-month-old child copies and laughs with glee as she succeeds. The same child then explores how to steady and balance an animal shape on the edge of the box. Babies also enjoy being outdoors and they have a separate and generally safe outdoor area for use. Plans are in place to add cushioned surface covering. In all base rooms, staff show very good understanding of each child's stage of development and also of children's individual interests and repeated play patterns. This enables staff to observe, analyse and extend children's learning in several areas through the types of activities they enjoy. For example, one toddler-aged child's strong interest in motor vehicles was enhanced by a group story time about transport. Many children choose to free play periods in the comfortable book corner. They enjoy looking at a range of books, pointing and silently forming words as they 'read' by themselves.

Children are engaged and show a high level of concentration during story time. They listen and staff skillfully pause allowing children to make appropriate comments about what is happen as the story progresses. However, some children's learning is interrupted and they show signs of being unhappy as they are removed from the group for the routine nappy changing before lunchtime. Children's dietary needs are met and they enjoy nutritious meals and snacks which are freshly prepared on the premises. Staff have consulted parents about the types of meals they provide. A weekly and daily menu is displayed for

their information. Children are developing the understanding of how to be healthy. Older children have articulate conversations about what they like and meal times are happy social occasions where staff sit with children and engage them in talk about what they are eating and also remind them of table manners and behaviour. Children behave very well and respond positively to adult instruction when asked to lower the level of talking so they can hear what another individual was saying.

Children are beginning to take some responsibility for staying safe. They remind others to be careful when using scissors. They also know the procedure for staying safe when playing in the sun and go to staff to have sun cream applied and wear hats when outdoors. Staff ensure that children are not exposed to harmful rays from the sun. On sunny days although shade is available under a large tree, children do not play outdoors in the midday sun, 12 noon to 2pm. Afternoon play takes place after this period.

Children are kept safe during trips and outings. Individual risk assessments are carried out for walks, trips to the shops and along the nearby canal. Children are familiar with the procedure for leaving the building in an emergency. A fire drill is practised each month. Staff have fire training and they are aware of their areas of responsibilities in ensuring children leave the building quickly and safely.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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	1
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