

# Charity of Mulberry Bush Pre-school, Preston

Inspection report for early years provision

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<b>Unique reference number</b>	EY406512
<b>Inspection date</b>	17/11/2010
<b>Inspector</b>	Marie Thompson
<b>Setting address</b>	St. Andrews C of E Primary School, Littlemoor Road, WEYMOUTH, Dorset, DT3 6AA
<b>Telephone number</b>	01305 458945
<b>Email</b>	leader@mulberrybush-preston.co.uk
<b>Type of setting</b>	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 Pre-school was re-registered in its current premise in 2010. It operates from the site of St Andrews C of E primary school in Weymouth. The pre-school is registered on the Early Years Register to care for 26 children in the early years age group at any one time. It is also registered on both the voluntary and compulsory parts of the Childcare Register. There are currently 32 children on roll, all of whom are in the early years age group. The pre-school opens on Monday, Wednesday and Friday from 9am until 12 noon, opening from 8.45am for the children with siblings at the school. On Tuesdays and Thursdays the pre-school opens until 3pm and to incorporate a lunch club. All children share access to a secure, enclosed outdoor play area. It is organised by an elected committee and employs seven members of staff. Of these, 6 staff hold appropriate qualifications. The pre-school receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school is effective in ensuring children make good progress in all six areas of early years learning. The environment of the setting is safe, secure, warm and welcoming. Children demonstrate happiness and enjoyment in this very inclusive provision, which is set up invitingly for learning and play. Partnerships with parents and other professionals are strong. The managers and staff demonstrate a commitment for continuous improvement and are aware of their strengths and areas for further development. They have begun the process of self-evaluation, however, it has not yet been completed.

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

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

- continue to extend the self-evaluation process in order to maintain continuous improvement
- ensure all parents are regularly involved in the review of their children's progress and contribute to their child's learning and development record
- enhance the programme for children's literacy by expanding opportunities for children to understand that print carries meaning.

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

Safeguarding is given high priority by all the staff team who have an excellent understanding of the procedures to follow and are able to implement the policy

and procedures effectively. Staff are knowledgeable about signs that indicate abuse and are confident about passing on concerns. Risk assessments are carried out to minimise accidents and the rigorous recruitment policy ensures that adults working with children are suitable to do so. Visitors to the group are recorded so that staff can monitor who has access to the children, and a secure system for the safe arrival and departure of children is implemented to ensure children are only released to an authorised person, further promoting their safety. Security is exceptionally well managed to ensure children cannot leave the premises unsupervised. Children are also kept safe on outings due to the risk assessments undertaken. The staff work as an extremely effective team under strong, determined and dedicated leadership. Communication between the manager and her staff is very good. Regular staff appraisals encourage them to communicate their aspirations and ideas for the future and to identify individual training and development needs. Team working is of the essence. The manager values and consults with staff and has successfully established a highly professional and effective partnership of dedicated early years practitioners. All are involved in evaluating the setting's effectiveness but, although this practice is developing well, it is not yet fully documented or supporting continuous improvement. Robust recruitment and vetting procedures ensure that all adults are suitable.

The manager and staff work with other settings and professionals to share information and access specialist support to ensure children's needs are met. Children are fully supported in their transition to school. The effective key person system underpins staff's in-depth knowledge and understanding of individual children. They make perceptive observations and assessments of the children to plan interesting activities that cover all areas of learning and take account of children's interests, starting points and abilities. This provides ample scope for children to have fun and supports the good progress they make. The setting works extremely closely with parents, valuing the vital role they play in their child's progress and development. However, parent involvement particularly in their children's learning journeys, the review of their children's progress and contribution to their child's learning and development record is not always fully extended to include all parents. Parents receive regular newsletters and have access to a parents' notice board which enables them to be kept informed about events, activities, and local agencies and information.

Equality and diversity is incorporated into all elements of practice. The staff team extend children's interests at the source, helping to make sure that every child is able to reach their full potential. Children's understanding of the differences between people in society is well promoted. Staff create a wonderfully bright and vibrant child-orientated environment where children can play and relax according to their needs. Both staff and resources are exceptionally well deployed. Every wall has extensive displays of children's artwork, photographs of activities and informative posters. Staff show great creativity in their use of resources indoors and outside. This provides a stimulating environment that promotes children's exploration and curiosity exceptionally well.

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

High quality planning and organisation ensures that every child enjoys their time in the setting and is suitably challenged by the learning experiences provided. Children are confident, happy and well settled. They make choices throughout the sessions as they independently select the resources and activities they prefer. They make good use of the available space, actively taking part in role-play adventures and adapting well to the free-flow access, which includes outdoor activities. They build positive relationships with staff and their peers. There is a good range of resources. The bright and very welcoming indoor environment has well-defined and well-equipped play areas, which help children to focus and encourage them to initiate play of their own accord. Children settle quickly because they are warmly greeted by staff, who are kind and friendly, when they arrive at the setting. As a result, children separate from their carers with confidence and settle quickly. This demonstrates their sense of belonging within the setting. Children play in a stimulating environment. Staff work hard to make the learning environment aesthetically pleasing to children. Children access an extensive range of high quality resources from coloured boxes, which offer children exciting learning experiences. However, while the staff make good use of print in some areas of the setting, such as on displays, the use of labelling and large print is not evident consistently or at child height, so children are not fully extended in learning that print carries meaning.

Staff are particularly skilled in talking to children, listening to their ideas, asking questions and responding well to them. They skilfully challenge the children by asking them questions and encourage problem solving, for example, the children count the number of children at register time and check the numbers on the wall chart. This also helps children make connections in their learning. There is an excellent balance of child-initiated and adult-led activities. Computers and other toys, such as phones and remote control toys, are available for children to help them to learn about information and communication technology. Children are developing a love of books and enjoy sitting on the comfy cushions in the book corners and 'reading' stories to each other. They self-select activities and extend their learning interests, which helps them to become independent learners. Children are good communicators and share their ideas together. They learn new vocabulary and have ongoing opportunities for mark making, helping them to develop their early writing skills.

Exciting and interesting experiences are provided daily across all the areas of learning, which enrich children's overall development. As a result, children are keen and motivated to learn. Informal learning opportunities are maximised and contribute towards children's economic development, for example, children develop a love of reading, identify colours, problem solve and count in sequence. Staff have a clear understanding of the principals of early years education and of the importance of learning through play. Photographs and displays show that children have many opportunities to develop their creative skills. They paint, draw and experiment with colour, texture and a range of materials. The staff skilfully

challenges and extends children's thinking by asking open questions. This also helps children make connections in their learning. Children enjoy a wealth of learning opportunities which are fun and help to develop many skills for the future, for example, dressing up, playing shops and having tea parties all encourage imagination and help children learn about their world in a safe environment.

The consistent promotion of positive attitudes and behaviour from staff means that the children learn respect for others in a relaxed, calm and caring environment. As a result of the consistent support and positive promotion of learning through play and enjoyment, children contribute well to their own learning and personal development. The children learn important lessons, such as being kind to each other and taking turns in their play. They are encouraged to behave appropriately in order to keep themselves and others safe. Adults provide good role models for children, who feel valued and gain confidence and self-esteem through praise and encouragement. This ensures children develop a positive and enthusiastic attitude to learning. Children learn about diversity by playing with multicultural play equipment, such as dolls and books, and by celebrating festivals, such as Chinese New Year and Diwali, as well traditional English customs. They have first hand experiences of diversity when they play alongside peers whose abilities differ from their own. This teaches children to understand and respect individuality. Collectively, these positive early experiences give children a good start in life and help them to achieve future personal success.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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

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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	1
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