

Mulberry Bush Nursery

Inspection report for early years provision

Unique reference number	EY415329
Inspection date	08/09/2011
Inspector	Mary Henderson

Setting address	Mulberry Bush Nursery, Sefton Street, Whitefield, MANCHESTER, M45 7ET
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Type of setting	Childcare on non-domestic premises

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Introduction

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Description of the setting

Mulberry Bush Nursery was re-registered in 2010. The nursery is one of four settings privately owned and operated by the registered person. The nursery operates from a detached single-storey building in Whitefield Manchester. There are several playrooms all with secure outdoor play areas. Children are grouped according to age and stage of development. The nursery currently supports children with special educational needs and/or disabilities and children who have English as an additional language.

The provision is registered by Ofsted on the Early Years Register to care for a maximum of 55 children at any one time. There are currently 67 children on roll, all of whom attend either part-time or full-time. The nursery currently employs 20 members of staff, all of whom have relevant childcare qualifications. One member holds a foundation degree in Early Years Studies, another has a NVQ level 4 qualification, one member of staff is working towards their NVQ Level 4 in Childcare. The nursery also employs three full time maintenance staff, a supervisor, a caretaker and a painter and decorator to enhance the provision of services provided.

The nursery is open from 7.30am until 6pm, Monday to Friday, 51 weeks of the year, excluding bank holidays. The nursery is supported by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The directors', staff and management input across all remits of the nursery is consistently high, thereby, ensuring excellent outcomes for all children. The management and staff team are well qualified and very experienced and have developed exemplary relationships with one another, children and parents and other providers of the Early Years Foundation Stage. One of the key strengths of the nursery is their continuous provision which is implemented during all seasons. The systems in place for risk assessment and for self-evaluation are excellent and given the utmost priority.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the promotion of the exceptional effectiveness of the provision, including the future planning to secure even further improvements, to retain the outstanding quality of the organisation.

The effectiveness of leadership and management of the early years provision

The management and staff work hard to ensure excellent opportunities for children's learning and development. They are qualified, experienced and fully committed to continually providing outstanding outcomes for children. The relationships between the staff, parents and children are warm and significantly enhance the identified needs of all children. Relationships with other providers of the Early Years Foundation Stage and other professionals are also very good, thereby, ensuring high levels of inclusion for all children. The staff have an excellent understanding and strong commitment to supporting children with special educational needs and/or disabilities and children with English as an additional language. Parents and professionals are fully included in the planning to meet children's identified needs. Risk assessments are comprehensive and robust and include all indoor and outdoor areas and any outings involving the children. Safeguarding is of the utmost importance and all staff have a clear understanding of the policies and procedures to be followed and every single member of staff has received external certified training on safeguarding. All management, staff and ancillary staff are suitably checked and vetted.

The self-evaluation systems in place are exemplary. The systems comprehensively identify areas of strength and any areas for continuous improvement. All staff, management, children and their parents are fully included. The management and staff use their skills of reflection to ensure continued improvement across all remits of the provision, thereby, further enhancing outstanding outcomes for all children.

Engagement with parents and carers is dynamic. There is an excellent range of information on display in all areas of the nursery to keep parents fully informed. Daily exchange of verbal and written information ensures children's needs are continually identified and met by all parties. The parents and carers receive consistently high levels of information about their child's learning and development. This includes parents' free access to their child's profile at all times. The parents and carers have free access to the meticulously detailed policies and procedures of the setting.

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

The staff and managers are qualified and exceptionally well motivated which fully supports outstanding outcomes for children on an ongoing basis. The key workers are consistently good role models and ensure children feel safe and confident in their environment as they reassure them, support them with their activities and praise them in front of their peers, staff and the parents. Children have high levels of feeling safe because they all have a family book which includes photographs of their family members and pets. This helps them to settle very well and reassures them when they become upset. Children are all included in the fire evacuation procedures of the setting. The children make rapid progress in all areas of their

learning and development because the staff are knowledgeable and fully include children's current interests in the planning. The staff consistently reflect on all that the children do to further improve outcomes for children on an ongoing basis.

Children gain a thorough understanding of a healthy lifestyle. They are provided with an extensive menu which includes meat, fish, pasta and fresh vegetables in their home cooked meals. Children are able to help themselves to fruit freely available in their playrooms while supported by the staff. They actively contribute to their own menus because they plant, grow and harvest some of their own food including broad beans, mushrooms and peas. Younger children also grow and harvest herbs which are also included in their meals. Children learn about the importance of a healthy lifestyle as they talk about having healthy muscles from eating their vegetables and about being physically active for life. They show high levels of confidence and pride as they and their friends show their empty plates after eating. The children independently wash their hands before eating and after visiting the toilet and talk with the staff about the germs that may be on their hands. Children's understanding about health is significantly enhanced as they talk to the dentist that visits them. They enjoy using the oversized toothbrush with the puppets and they talk about how a healthy diet helps keep their teeth healthy too.

All children at the setting use an extensive range of equipment that fully supports and enhances their physical development. They undertake obstacle courses, climb over and through equipment and they enjoy using the slide and see-saws as they practise their balancing skills. Children's physical development is significantly enhanced through continuous provision which is a key strength of the provision. They choose to be either indoors or outdoors regardless of the weather and throughout all sessions. If it is raining, the children know to go and get their Wellingtons, raincoats and umbrellas and continue with their play as they wish. Younger children and babies go out to play in their all weather rain suits so that they can crawl, toddle and enjoy longer periods of fresh air throughout the year. They are supervised at all times by the staff.

The children explore an extensive range of resources and equipment that supports their skills for the future. Free access to the computer and various battery operated toys and equipment also significantly supports children's problem solving skills. Using computer programmes suitable to their age and stage of development enhances children's interest in shapes, position and numbers. Younger children enjoy listening to the voice instructions on their push button resources and look on in awe at the flashing lights. The children also count in everyday situations, for example, as they lay the table with the correct number of plates and cups needed for their peers. There are extensive opportunities for children to learn about numbers and counting during their time outdoors as they have fun with their peers on the hopscotch game, look around for numbers sited around the shed and as they count how many worms they can find as they dig in the flower beds. The staff and management have an excellent understanding of the importance of the outdoor provision. The children undertake an extensive range of activities both indoors and outside. For example, they paint, mark make with chalks, look at numbers and count in both the indoor and the outdoor areas. They take dolls and buggies and various books outside with them and any other resources they want to play with.

Children's positive contribution and awareness of the wider world is fostered significantly as they involve themselves in charitable activities, such as dressing-up to raise funds for events in their community and as they collect shoes for a charity based in Kenya. They gain deep empathy with others as they talk about those who are less fortunate than themselves. This significantly enhances their positive contribution and skills for the future. Children explore recycling through stories and as they recycle food for their own compost bin. As the children sit in the dark den, they read books using torches and notice the sparkly lights and other items that shine in the dark. Children are supervised by the staff at all times.

Children's art work is beautifully displayed for them in their playrooms which supports their self-esteem and fosters not only their sense of belonging to the setting but also that of their parents. The children thoroughly enjoy being creative. There is a wealth of opportunities for the children with regard to exploring their imagination. They push their hands through shaving foam and brown gloop looking for insects, as they imagine they are playing in the mud and they like to dress up and play hairdressers or hospitals in the role play areas. Children mix ingredients to make their own play dough. They cut, squeeze and roll it with their hands and variety of tools. Children have a consistently high regard for one another and the staff caring for them. They capably share and turn take with the resources and are highly confident and independent at making their own decisions.

The children are beginning to understand that people have different needs, views, cultures and beliefs that need to be treated with respect. They play with an excellent range of resources that positively promote images of diversity including small world people, dolls and story and reference books. Resources also reflect positive images of disabled people. Children also explore festivals around the calendar year through food tasting, discussions and creative activities.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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