

Mulberry Bush Nursery and Pre-School

Inspection report for early years provision

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Inspector Jane O'Callaghan

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Type of setting Childcare - Non-Domestic

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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 Nursery and Pre-School is one of four day care establishments that are owned and based in North Leeds. It was registered in 2011 and is located within a single storey purpose built building, within the grounds of Gledhow Primary Schools and has several accessible outdoor play area.

The nursery is open for 52 weeks of the year, except bank holidays. Opening times are Monday to Friday from 7.30am until 6pm. The provision is registered for an overall total of 60 children from birth to five years. There are currently 64 children on roll attending full or part time sessions. Out of these all children are in the Early Years Foundation Stage and non are in the compulsory age range. Out of the Early years children 15 are receiving funded education.

There are 11 members of staff including the nursery manager. All staff hold a relevant childcare qualification, two hold a degree in childhood studies and 2 hold Early Years Professional Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a safe, clean and caring environment, where they make good progress in their learning, through exciting play opportunities. Children take part in a very good range of activities which are planned according to their individual interests and needs. Good leadership and management help build effective team working. Partnership with parents and others are secure and staff are committed to the continuous development of the provision, although the current system of evaluation is not fully effective. Policies and procedures are well thought through, information is up to date and staff implement them effectively to maintain good standards.

What steps need to be taken to improve provision further?

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

- extend partnerships with parents to enable them to share and contribute to children's profiles, to become fully involved in their child's continuous learning and development
- provide opportunities for staff, parents and children to contribute to the Self evaluation procedure.

The effectiveness of leadership and management of the early years provision

The staff operate an effective key worker system to promote the feeling of security within the group and build on the friendly atmosphere that prevails throughout. The staff have a good understanding of their responsibility to safeguard children from harm and implement clear policies and procedures to ensure children's welfare, care and safety are promoted. Detailed and effective risk assessments are undertaken regularly to enhance children's safety throughout the nursery and when using the outside area. The staff deploy themselves well, moving around according to children's needs, in order to support their development. As a result, staff are well-organised and they are successfully engaged with children at all times.

Effective steps are taken by the setting to monitor and review the quality of its provision for children's welfare, learning and development. However the views of staff and parents are not fully taken account of, when completing the self evaluation form. Routines run smoothly on a day-to-day basis and resources are well used. Staff work hard each day to set up an attractive, nurturing and stimulating environment that appeals to individual needs, likes and interests. As a result, the provision is effectively organised to promote a fully inclusive environment for all children. Staff attend various training opportunities and this has helped to increase their awareness of the requirements of the Early Years Foundation Stage. Bright and colourful displays of children's work adorn the setting and display boards, which create a stimulating environment for children, staff and parents.

Children benefit from the good partnerships established with parents and this significantly contributes to children's well-being. The nursery has established good links with other settings that provide the Early Years Foundation Stage, through the sharing of profiles, how children are progressing and complete transition reports, before children leave the nursery. This ensures continuity of care and learning for all children. Staff have a good knowledge of each child's needs and background, through good information recorded from parents during the settling in period and this is on going. Staff positively make the most of our diverse society by helping children to understand differences. For example, celebrating different cultural festivals and using picture cards for children with English as a second language, to develop their communication skills. Parents and carers are provided with good information about the nursery. For example, they receive regular newsletters, bulletins, attend parent's evenings and receive daily verbal feedback. Parents are kept informed of their children's progress and achievements and are encouraged in many ways to be involved in their children's development. However, as yet their ability to be involved with their children's assessment records to contribute in, is not fully implemented. Parents demonstrate that they are very happy with the care their children receive through positive discussion.

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

The staff have a secure understanding of how to plan and deliver a stimulating and effective programme, which takes account of children's individual needs and interests. As a result, they arrive happily, settle quickly and remain productively engaged throughout. Planning is developed through regular observations and is flexible for individual children taking into account the interest and ideas of each child. Assessment records and individual child profiles evidently show how children are progressing towards the early learning goals and clearly identify the next steps in their learning, to help monitor children's achievements and inform future planning.

Children are motivated as they enthusiastically engage in adult-led and self-initiated activities. The environment is organised with many dedicated areas so that children freely access the good selection of resources, which helps them to make choices and develops their independence. Children have regular opportunities to express themselves creatively and to explore various materials and media on a daily basis. For example, more able children make rocket pictures for the bonfire display. They listen intently to the instructions of how to make them and follow accurately and proudly show them to their friends. Children are eager to sit and listen to the music man that visits the nursery regularly. He shows the children the drum he has brought and they listen to where it comes from and that it is made from a tree. Children join in with the songs that he sings to them and do the actions confidently. They make sounds with the tin cans he has brought and as he leaves, they eagerly wave goodbye. Children of all ages get opportunities to develop their physical skills. More able children put on their coats independently and go out into the garden, where they learn to ride on the bicycles and balance on wooden steps. Younger children play outside in the water and sand tray and draw on the floor with the chunky chinks. All children enjoy painting and playing with the dough and babies have lots of fun in the cornflour. Children develop their knowledge and understanding of the world and technology, with opportunities to play with musical toys and shape sorters. More able children confidently turn on the computer and have very good mouse control as they play the matching game. Staff promote a positive awareness of diversity through discussion and the celebration of various activities. Children develop confidence and understanding of problem solving, reasoning and numeracy with mathematical concepts reinforced through a varied range of activities which involve number, shape and patterns.

Children's welfare is promoted through many positive practices within their daily routines. They enjoy healthy eating and nutritious snacks. Snack times are sociable occasions with staff and children interacting together. Effective procedures are followed by staff to ensure the health of children and they are beginning to learn how to stay healthy and learn about personal care routines. For example, at snack time younger children clean their own hands with disposable wipes and more able children independently go to the bathroom to wash their hands knowing they are getting rid of 'the bad germs'. Children's understanding of how to keep safe is evident throughout the setting as they learn how to use resources effectively and safely and are involved in emergency evacuation drills where safety is reinforced.

Children are respected and valued as individuals and in turn are learning to respect each other's differences and to manage their own behaviour. Staff effectively and positively reinforce sharing and respecting each other's feelings, in this friendly, welcoming and child orientated environment.

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	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