

Mulberry Bush Nursery

Inspection report for early years provision

Unique reference number

EY426108

Inspection date

08/11/2011

Inspector

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Setting address

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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.

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 Bush Nursery originally opened in 1996 and registered again in 2011, following a change in ownership. It operates from converted farm buildings in the village of Langton Green, close to Eye in Suffolk. There are three fully enclosed areas available for outdoor play and a covered swimming pool on site. The nursery opens each weekday for 51 weeks of the year. Sessions are from 7.45am until 6pm. Children come from the local and wider area and attend for a variety of sessions. The nursery also provides an out of school and holiday club for school aged children.

The nursery is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 58 children under eight years may attend the setting at any one time. There are currently 104 children attending, of whom 96 are within the Early Years Foundation Stage. The nursery provides funded early education for two- three- and four-year-old children. They support children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 20 members of staff, all of whom hold appropriate early years qualifications. The manager has Early Years Professional Status. They receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, have fun and settle extremely well in the welcoming, inviting and inspiring nursery. The highly effective key person system supports children to feel safe, secure and to make excellent progress through the Early Years Foundation Stage. Partnership with parents and other settings is a key strength and close, trusting relationships are built ensuring children's needs are met. Most documentation is in place and is professionally presented and organised to ensure the smooth running of the nursery. Managers and staff have exceptionally high aspirations and set high standards for quality, they share a clear vision as they continuously strive to improve their provision further.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that records of staff suitability include the date on which the Criminal Record Bureau Disclosure was obtained (Suitable Person). 30/11/2011

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

- develop practitioners' skills further to encourage children to build on their imaginations and ideas, extending role play opportunities.

The effectiveness of leadership and management of the early years provision

Children are protected from abuse and neglect due to the staff's clear understanding of their roles and responsibilities in safeguarding children. They have attended training and clear policies and procedures support their practice. The provider ensures that the suitability of all staff is checked during the recruitment procedures and their continued suitability is monitored. However, they do not have robust systems in place to ensure they have all required details on Criminal Records Bureau Disclosures. For example, the date of many of the disclosures are not recorded.

Thorough risk assessments take place and procedures are reviewed regularly to ensure the premises are very safe. Extremely effective security systems are in place ensuring that children cannot leave the premises unsupervised and unauthorised persons cannot gain entry.

The manager and owners share high aspirations for the quality of the service they provide and inspire the staff to consistently reflect on their practice. Morale is high and the staff work very well together as a team. The process for managing staff's professional development is used exceptionally well. The staff are well qualified and on-going training is encouraged. They feel supported and their comments and contributions are valued. For example, staff take pride in their rooms as they are involved in developing the resources, lay out and equipment further. The nursery has extremely effective key person systems in place and the staff know their children very well. Successfully implemented transition processes ensure that children are fully supported as they grow older and move from one room to the next. Parents are included in this process and get to know and build trusting, strong relationships with the new key person.

The self-evaluation process takes into account the views of staff, parents, children and advisory teachers from the local authority. Consistent monitoring enables them to write clear action plans that are worked on by all. For example, displays around the nursery demonstrate on-going work on developing shared, sustained thinking skills. Staff demonstrate their understanding of this as they ask children challenging questions encouraging them to think and share their thoughts on stories and activities.

The nursery values the important role that parents play in their child's progress and are fully involved in their child's learning. Detailed information is shared when their child first starts at the nursery and parents regularly add comments and observations to their child's developmental records. Parents' views are actively encouraged through questionnaires, discussions and suggestion boxes and these are addressed and acted upon promptly. Open days and evenings, displays and photographs provide parents with a wealth of information about the Early Years

Foundation Stage, enabling them to work in partnership. The nursery build excellent relationships with other early years settings and schools and developmental records are shared to secure progression.

Children are valued as unique individuals and inclusion is at the heart of the nursery. Staff get to know each child and their backgrounds ensuring every child receives a high level of support from an early age. For example, they work closely with other professionals involved with the children and develop strategies and ideas to support the child using a consistent approach. They successfully promote equality and diversity with a range of resources, including, posters, photographs, books, puzzles, dolls and play foods. They use the resources to promote discussion as they learn about their own and other cultures, increasing understanding and acceptance.

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

Children thrive in the rich and stimulating indoor and outdoor environment. Staff use valuable observations to plan an exciting programme which is responsive to each child's interests and abilities. Children are free to move between the indoors and outdoors for the majority of the session and enthusiastically take part as they choose their activities from the wide range provided.

Children develop high levels of independent skills as they take part in tidying up from a very young age. They are encouraged to manage their own clothing, pour drinks, access resources and feed themselves. Close relationships are built between the children, their key person, the other staff and their peers, helping them to feel safe and secure. They use all areas of the nursery well throughout the day, providing times for each child to interact with other children and siblings. They have their own rooms to come back to where there are familiar things around them, including, photographs of themselves with their family which they happily share and talk about with others.

Children play in a print rich environment where they have many opportunities to mark-make in sand, with paint, chalks and pencils. Older children use marker pens on white boards as they proudly make letter type shapes as they write their names. Many wall displays are at child height and are interactive, allowing children to move and replace photographs, letters, pictures and numbers. All ages of children enjoy books and stories and join in large or small groups or snuggle on the adults' laps as they turn pages, listen and join in with the story. Staff make story boxes with props which children can take home to share with their families, using the items to get involved in the story. Babies make sounds and repeat words as staff chat to them about what they are doing and respond positively to their attempts at language. They take part in number rhymes and enjoy counting the group of children before coming indoors. Older children use simple calculation as they match dominoes and decide how many they have and how many more they need. Number lines are used, inside and out, allowing children to handle numbers and become familiar with them.

Children enjoy playing in the 'builder's tray' as they mix water with sand and lay the mix between the bricks. They love to play with water and make puddles to splash in. They explore the sensory garden, smelling the herbs and using a magnifying glass to look for insects. Children express themselves through paint used in a variety of methods. They splatter the paint on large paper on an outside wall to make it resemble fireworks and use hands and rollers to make patterns. They enjoy music and sing along to favourite songs and rhymes as well as playing a range of percussion instruments, following the beat as they tap with sticks. Children use their imagination in role play as they hide in the 'bear's cave', look after dolls or go on picnics. Plans to develop the staffs' knowledge in this area further, will extend opportunities for children to access a wider range of resources that cover all areas of learning and challenge their curiosity and imaginations further.

Children's welfare is promoted exceptionally well. Older children show an excellent understanding of the importance of personal hygiene. Recent reviews ensure that the food is of a high standard providing a nutritious and balanced diet. For example, children are provided with home cooked meals and foods, with high fat, salt or sugar content limited. The staff have decided not to offer biscuits at snack time and instead offer a range of fresh fruit and vegetables supporting children to make healthy choices. Menus are shared with parents and all allergies and food preferences are catered for. Children have many opportunities throughout the day for exercise and fresh air. All rooms have access to the outdoor areas and activities covering all areas of learning are provided. Children's physical skills are developing extremely well, they delight in scooting, peddling, throwing, crawling and even the very young ones climb the slide and excitedly slide down. Babies and toddlers pull themselves up on the furniture and are able to walk around holding on to other resources and equipment. They are proud of themselves when they take the first steps and staff support them well. They are settled and are content because their health, physical and dietary needs are met to a high standard. For example, they sleep, eat and play according to their home routines which are discussed in detail with the parents when they start. Conversations about routines are on-going as staff work closely with the parents, respecting their needs and meeting the needs of the children.

Children learn how to keep themselves safe as they carry large pieces of guttering across the play area and follow simple rules which are displayed in each room. They learn how to manage their own behaviour as they negotiate and cooperate with others. For example, children work together to join five pieces of guttering and negotiate as they decide whether to run cars down it or water. They successfully come to a compromise and agree that there is room for both. Children talk about their feelings and use faces and pictures to show how they are feeling. They read stories to highlight how others may feel, increasing their understanding. Staff are calm and consistent in their approach and support the children offering age appropriate explanations to help them learn right from wrong. They treat them with kindness and respect providing excellent role models for the children to follow.

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	1

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	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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

The quality of the provision in the Early Years Foundation Stage	1
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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	2
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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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