

# Mulberry Bush Day Nursery

15 Glencoe Street, HULL, HU3 6HR

## Inspection date

25/07/2013

Previous inspection date

16/07/2010

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Staff have a good knowledge of child development and how children learn. They use this knowledge effectively to provide children with a well-planned individualised learning experience so that all children make good progress in their learning and development.
- Safeguarding is given high priority. Staff are very aware of how to protect children from harm or neglect. This ensures children are safeguarded well and procedures are understood and implemented consistently.
- The successful implementation of the key person system enhances the relationships with children and their families. As a result, children build strong and trusting relationships with their key person and each other.
- Children settle well, are happy and feel safe to explore and access a varied stimulating and exciting range of resources and experiences.

### It is not yet outstanding because

- There is scope to provide babies and younger children with more sensory experiences, such as relaxing music and soft lighting at quieter times of the day.
- Younger children are not always fully supported by staff to learn to manage their own hygiene and personal needs.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector sampled documentation, checked suitability of staff and the qualifications of staff working with children.
- The inspector observed snack and lunchtimes.
- The inspector discussed learning and development, observation and assessment with staff and looked at children's individual files.
- The inspector spoke to parents and gained feedback and their opinions of the service provided.
- The inspector observed interacted and talked with children inside and while playing outdoors during the inspection.

## Inspector

Caroline Basham

## Full Report

### Information about the setting

Mulberry Bush Day Nursery was registered in 2010 and is on the Early Years Register and the compulsory part of the Childcare Register. The nursery is privately owned and managed and operates from a two-storey Victorian property located off Anlaby Road near to Hull city centre. The nursery serves the local area and is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, including two staff with Early Years Professional Status. The nursery opens Monday to Friday all year round from 6.30am until 6.30pm, with the exception of public holidays. Children attend for a variety of sessions. There are currently 38 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- provide further support to help younger children manage their own hygiene and personal needs more effectively. For example, ensure their faces are washed and kept clean throughout the day
- offer babies experiences that involve using all of their senses. For example, play relaxing music and offer soft lighting at quiet times during the day.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children are happy, show enthusiasm and settle quickly as they are supported by staff who have a good knowledge and understanding of how children learn and develop. Staff know all children very well and plan a balance of adult-led and child-initiated exciting activities and experiences which enhance learning through play. Partnerships with parents are strong and all parents are made very welcome and are encouraged to participate in nursery activities whenever possible. The nursery holds regular parent's open evenings where parents can share information with their child's key person. Settling-in information sheets are completed with parents and comprehensive information is requested when very young children register at the nursery. Information on individual routines, likes and

dislikes is gathered and used to enable children to settle into the nursery quickly. This ensures staff are kept fully up-to-date with each child's individual needs, and helps them to meet these well. Effective observations and ongoing assessments are recorded by staff who use this information to plan and enhance further learning experiences. This is then used to see where children are in development age bands and to identify areas where children are below or exceeding expectations and their progression since the last assessment.

Children have the opportunity to select what they wish to play with from an extensive and wide range of quality resources that are easily accessible. For example, children use their independence and develop creative skills as they make model torches with paper, card and tape. They know to use the scissors with care and staff mindfully ensure children are using the tools safely and correctly. Other children use their imagination and play with small world vehicles and animals and know how to share and take turns as they play together. Very young children delight as they sit on small tricycles and enhance physical skills as they push themselves along. However, staff do not provide sensory opportunities for babies and young children to listen to soothing music or soft lighting to help them relax during quiet times of the day. Children who speak English as an additional language are progressing well. Staff work closely with parents and use basic words in children's home language and they are keen to support these children to the best of their ability. Staff work closely with other professionals to ensure children with special educational needs and/or disabilities receive individualised targeted support to help them achieve their full potential.

Adult-led activities enable children to gain confidence and strengthen self-esteem. Children participate in a puppet story of the about three billy goats gruff and discuss size comparison and predict what happens next with staff. Other children sing and join in the actions and pretend to be 'sleeping bunnies' and laugh as they jump and hop around the room. Staff support children in these activities which helps them to be independent and confident as they move onto other settings and school.

### **The contribution of the early years provision to the well-being of children**

The effective key person system enables secure bonds to be established quickly and children settle well. Interaction between staff and all children is strong and very close secure emotional attachments are formed within all age groups. The key person system supports families well and staff know their individual key children and their care routines, likes and dislikes. Babies settle well because staff know their individual needs and routines and they are cared for extremely well. The nursery cook prepares a cooked lunch and tea each day and individual dietary requirements are very well met. Children know routines and enjoy the social snack time. For example, babies sit together with staff and enjoy fresh fruit and have milk to drink. Fresh water is available throughout the day for all children to access should they require this. This further enhances their independence and develops their understanding of how to keep themselves healthy.

Older children understand the importance of personal hygiene and wash their hands prior

to eating and after personal care routines. However, some younger children are not given sufficient help to keep their faces clean or wipe their noses on a regular basis. This compromises their understanding and development of the importance of keeping clean and maintaining their own personal needs. Children know to wear sunhats when the weather is warm and staff ensure all children have sun cream applied to protect them further.

Staff are friendly and caring and are effective role models to the children within their care. They reinforce and praise good manners and behaviour as they teach children to have a good understanding of right from wrong. This is due to all staff having a consistent approach as they teach rules and boundaries that children can understand and relate to. For example, pre-school aged children know to hold onto the bannister rail and walk slowly and carefully down the stairs as they access the outdoor area.

The large, safe and well organised outdoor area enables children to access fresh air and keep healthy and active whilst enhancing and developing their physical development. Children go outside regularly throughout the day to play and this provides them with the freedom to be physically active and access fresh air. Children run, jump and use climbing apparatus and slides to further enhance their overall development. They pour water down pipes and splash and paddle in the water with staff. They laugh and shout together as they slide down a slide into a tray of water. Children are supervised carefully by staff and are able to safely manage risks for themselves. This enhances their understanding of how to assess and take age-appropriate risks in the world around them.

Children are supported well as they make transitions from one room to another as they get older. They are introduced regularly into the next age group and know all staff, this helps to ensure visits are happy and a success. Continuity of care is well managed and very effective for all children. This ensures their learning and developmental needs are very well met.

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

Children are safeguarded very effectively whilst attending the nursery; this is due to clear and robust policies and procedures being fully in place regarding safeguarding and protecting children. Staff have a secure knowledge of their responsibilities to safeguard children and the procedures to follow if they have any concerns about a child's welfare. The nursery works closely with parents and relevant agencies which helps to protect children very effectively. Risk assessments are effectively implemented to ensure all areas of the premises are kept safe and are appropriate for use. This ensures any potential risks to children are minimised. Vigorous vetting procedures ensure that all staff working with children are suitable to do so. Regular progress reviews and staff supervision processes continually assess the ongoing suitability and identify training needs of all staff. Secure procedures for arrival and departure ensure children are handed over safely to a known adult. A finger print entry system is in operation to ensure children are kept safe as only authorised people are able to gain access the nursery.

All children and their families are warmly welcomed and valued. The nursery fully understands their responsibility to work with parents and other agencies to meet the needs of children with special educational needs and/or disabilities and those who speak English as an additional language. Planning and assessment are monitored regularly to ensure they are consistent and precise and display an accurate understanding of all children's skills. Educational programmes are regularly monitored to ensure a wide range of experiences are available to enhance children's learning and meet individual's needs effectively. This helps children to make good progress in all areas of learning. Children with English as an additional language are progressing very well and any gaps in communication and language development are narrowing. This is due to staff supporting children and enhancing their language and communication through the use of the 'Every Child a Talker' programme.

Self-evaluation processes are used and the views and opinions of staff, children and parents are sought through discussion, parent's evenings and evaluation documents. For example, children requested more toy trains to play with as they felt there was not enough to play with in group situations. This request was met effectively. Action plans are implemented to help the nursery develop further and extension plans are being pursued to further enhance the indoor space and environment.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY404677
<b>Local authority</b>	Kingston upon Hull
<b>Inspection number</b>	879503
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Susan Margaret Brown
<b>Date of previous inspection</b>	16/07/2010
<b>Telephone number</b>	01482 501 098

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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