

Mulberry Bush Day Nursery at St Edmunds

St. Edmunds, Norwich Common, WYMONDHAM, Norfolk, NR18 0SP

Inspection date	24/06/2013
Previous inspection date	03/03/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Children make very good progress in this setting because staff know how they learn best. There is inspirational teaching from some members of staff, contributing to children's all round learning and development.
- Children take part in activities which are relevant to their current interests because staff plan every day, based on observations of the previous day, to meet children's emerging needs.
- Babies form very close bonds to their key worker and they feel secure and safe in the nursery. As a result, they quickly develop confidence and are able to explore and investigate their surroundings.
- Children's learning and development is good because the manager and her deputy work closely with staff to monitor the quality of interactions and planning, ensuring individual children's needs are met.

It is not yet outstanding because

- The stimulating environment does not always provide opportunities for children who are bilingual to use their own language in play and learning.
- There is scope to further enhance the chapel patio area so that it further supports children's very good learning and development in all areas of the curriculum.

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 observed activities throughout the nursery and in the garden and orchard.
- The inspector spoke with the manager, staff and children during the inspection and carried out observations of the children.
- The inspector looked at children's progress records, a selection of policies and required documentation.
- The inspector spoke to parents during the inspection.

Inspector

Andrea Snowden

Full Report

Information about the setting

Mulberry Bush Day Nursery at St Edmunds was registered in 2009 and is on the Early Years Register and the compulsory part of the Childcare Register. The nursery premises include an adapted chapel, a purpose-built bungalow, a converted garage and an enclosed garden and orchard. It is located near Wymondham in Norfolk. The bungalow is fully accessible, however, the chapel has some internal steps.

The nursery opens Monday to Friday, 8am to 6pm, all year round, closing for a week at Christmas. Children attend for a variety of sessions. There are currently 116 children on roll who are in the early years age group. The nursery provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

The nursery is owned and managed by two leaders, one of whom is a qualified teacher and holds Early Years Professional Status. There are 20 members of childcare staff working in the nursery, 12 of whom hold qualifications at level 3 or above.

What the setting needs to do to improve further

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

- enhance the environment further to provide children who are bilingual with more opportunities to use their home language. For example, by sharing rhymes, books and music in children's own languages
- enhance the chapel patio area further, so that outdoor play fully supports all aspects of children's development.

Inspection judgements

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

Children enjoy their time at the nursery. They are fully engrossed in activities which promote their learning and development and ensure they make good progress towards the early learning goals. Staff know their key group children very well, and because planning is so instantaneous, activities meet the immediate needs and interests of children. There is some inspirational teaching from some of the staff, who skilfully use questions to promote children's thinking and help them to develop their own ideas. However, all staff interact with children well and support their learning appropriately, understanding how young

children learn. Babies are given the confidence to become explorers and investigators; for example, they rummage around in the shredded paper looking for play figures, experiencing new textures and developing social skills. Older children in the 'Ducklings' develop their own ideas for doing things. For example, by collecting wet and dry sand in a cup they mix a cake in the outdoor kitchen. The 'Gosling' children have become active learners, and persist at an activity until they succeed to their own satisfaction. They are given the cardboard tube from a roll of carpet to play with. Children decide to use it as a tunnel and chute for the toy cars and vehicles. They empty a number of toy boxes to raise the end of the tube to create a steep chute. They decide they need it higher and go around the nursery collecting all the cushions to add to the toy box tower. Finally, they incorporate the steps in the chapel to help increase the angle further, realising that the steeper the angle the faster the cars will travel through the chute. Staff actively encourage children to transport resources, recognising that this is an effective way for children to develop and extend their ideas and achieve further learning.

Staff make regular observations of children in order to track their learning and ensure they are making progress within the expected milestones. This enables them to quickly identify areas where children may need further support and work with parents and other agencies to plan and provide activities to meet their individual learning needs. As a result, children quickly start to make progress and any achievement gap is narrowed. There are a number of children in the nursery who are bilingual. They speak and understand English very well and communicate well with staff and other children. However, there are fewer opportunities for these children to use and develop their own language in play and learning while at nursery. This means this aspect of their personal development is not always promoted as well as possible. Children with special educational needs and/or disabilities and children who speak English as an additional language are supported well in making progress alongside their peers.

Parents are fully involved in their child's development. They regularly contribute information about what they have been doing at home with their children, and staff use this to plan and extend ideas and activities. As a result, children benefit greatly from the continuity in their care, learning and play.

By the time the 'Gosling' children are ready to transfer to school, they have been given a very good foundation on which to build their future learning. Activities are planned to help children use their communication and language skills. For example, the 'show and tell' session has helped children become confident speakers in large groups and encouraged good listening skills in readiness for school. They routinely use mathematical language in their everyday activities. They describe things as 'tall' or 'short', 'big' or 'small', and activities, such as baking cakes, provide opportunities for children to weigh and measure. Writing materials are readily available and children can write their names, forming the letters correctly.

All children love stories. Young children are seen choosing a book and asking an adult to read it to them, while older children select and look at books independently, demonstrating their interest and enjoyment. Babies develop a good sense of others around them. They regularly leave the 'Fledging' room to visit the 'Ducklings' and there are times in the day when all the children come together, for example, during outdoor

activities. This helps promote children's awareness of others in their nursery community. Children's imagination is well promoted. There is a good range of role play equipment and children make up their own stories and games. They also create their own songs and use the percussion instruments to accompany the words. From a young age children's language development is closely monitored through programmes such as 'Every Child a Talker'. Babies communicate effectively with their key workers and through their attempts at speech, and staff meet their needs well. Younger children use puzzles and develop early concepts of mathematics, while the babies play early games, showing they know things exist, even when they are out of sight.

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

Babies settle very quickly in the nursery because the key worker system is highly effective. Close bonds and attachments are evident, and babies' personal care, such as feeding and changing, is carried out sensitively by staff. As a result, babies feel secure and their confidence develops. Good relationships with parents ensure staff have all relevant details about children to meet their needs. As children grow and move through the nursery, friendships develop and children become very independent. They play together well and their good social skills enable them to share and take turns so that games and activities are fun for all. They can negotiate and work out any difficulties, and their behaviour is very good. Staff use positive language to help younger children understand why behaviour is unacceptable, and they begin to learn right from wrong. Children's self-esteem is high as they receive praise and encouragement from staff, which is well focused on their achievements.

Children are learning about their personal hygiene. Babies are already wiping their mouths with flannels after they have eaten, and toddlers are supported in being independent in the bathroom. Children eat very well at nursery. Fresh ingredients, some locally sourced, are used to create a varied and tasty menu, which provides children with all the nutrients they need to be able to think to learn. Children grow fruits and vegetables in the garden and then harvest these and prepare them to eat, for example, by making soup. Sometimes staff talk to children about how big their muscles will grow if they eat healthily and children often ask for second helpings. From young babies, they are encouraged to serve and feed themselves, contributing further to their independence and choice. Children are active. Babies have space to crawl and shuffle indoors and outside. They are encouraged to develop the muscles needed for sitting, and 'tummy time' helps strengthen their bodies. Their routines for sleep and food are respected by staff and they thrive in the warm and loving environment. Older children are physically challenged and learn to take safe risks in the orchard when they climb trees and start to use racquets and tennis balls to develop hand-eye coordination.

Children move through the nursery with ease. As they grow in age and confidence they take visits into their next rooms, mixing with the children and staff, and getting used to their new environment. The 'Ducklings' join the 'Goslings' for lunch every day in the den and are becoming confident in moving around the nursery premises. Staff support the children who are moving on to school well, to ensure they are emotionally secure and ready to transfer to their new environment. The conservatory area is used as a 'school

room' and children are encouraged to talk about and think about what they will be doing at school. Children have been taken to their new school by staff and are heard eagerly asking 'when will we go to my new school again', suggesting that children are ready and excited by their move.

The nursery environment is warm and safe, and each room is stimulating and welcoming to children. Toys and equipment are easily accessible to all, and are clean and in good condition. Children are encouraged to respect their nursery and help to tidy away enthusiastically. 'Duckling' children are seen helping by sweeping up sand with a broom. The orchard provides children with a sheltered and exciting place to play, to grow their fruits and vegetables, climb trees, play games and enjoy a green space. The main garden is well resourced, providing children with all-weather outdoor play. The 'Gosling' children have unrestricted access to a small patio, which has some play resources, but this does not reflect the same standard as the indoor environment or the main garden areas. Additionally, the patio area does not reflect all areas of learning. Although children do have daily access to the orchard and the main garden, the patio area does not support children's learning as well as possible, specifically for those children who choose to be outside for the majority of time.

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

The management team closely monitor the quality of the educational programmes and how staff teach children. They take time to observe staff working with children, and use this to help with staff's professional development. Assessment records are regularly reviewed by the managers to ensure planning is appropriate and covers a broad and varied curriculum. Staff say they feel well supported and have opportunities to discuss targets for their ongoing development. Managers act as positive role models, and the very recent introduction of 'peer observations' has been implemented to ensure a consistent approach from all staff, to benefit children further. A self-evaluation has been completed, and through this, targets for improvement have been identified. All those involved in the setting contribute their views. Questionnaires are sent to parents to seek their feedback, and children are carefully listened to, to make sure their thoughts and comments are included in any reviews.

Staff are very clear that children's safety is the top priority. They have a very good understanding of issues around child abuse and are confident in following the procedures necessary to refer concerns to the appropriate agencies. Managers have clear policies and procedures in place to ensure all staff are safe to work with children and that they have the skills and attributes to fulfil their roles. Risk assessments are effective in minimising hazards, and staff are vigilant when children are moving around the nursery. Staff are learning that children need to take safe risks in order to learn about their personal safety, and they are beginning to support this well, for example, by allowing children to climb trees. They always supervise children closely to make sure they are kept safe.

The nursery staff have formed good links with other agencies and professionals to help them in meeting children's needs. For example, children attending other early years

provision benefit from continuity because effective communication is in place. All carers and parents know what children have been doing where and can, therefore, plan to enhance and extend children's learning. Staff work with the speech and language therapists to support children's language development and, through attending specific training, have effectively implemented individual plans to meet children's specific needs. Links with the local schools have proven successful and improved the transition to school for children.

Parents speak very highly of the nursery and of the staff who care for their children. It is clear that parents trust staff with the care of their children. They say that the staff give them assurance that their children are safe and well cared for, enabling them to confidently leave their children.

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

Unique reference number	EY392719
Local authority	Norfolk
Inspection number	919669
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	61
Number of children on roll	116
Name of provider	Mulberry Bush Day Nursery (Wymondham) Ltd
Date of previous inspection	03/03/2010
Telephone number	01953 603792

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Type of provision

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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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