

Mulberry Bush Day Nursery (Mulbarton) Ltd

3 Wingfield Court, Norwich Road, Mulbarton, Norwich, Norfolk, NR14 8JP

Inspection date	08/08/2013
Previous inspection date	25/02/2011

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 behave well. Staff act as good role models and consistent boundaries are in place, to help children know what is expected of them. Children develop good friendships with others.
- Children are happy and settled in this warm and welcoming nursery. They develop exceptionally secure emotional attachments to staff.
- The key person system is implemented well, to ensure that children's individual needs are met.
- Children's communication and language skills are supported well, helping them to become confident communicators.

It is not yet outstanding because

- The accessibility of outdoor play opportunities is not consistently promoted for all children.
- There is scope to improve the Fledglings room, to provide an environment that helps babies to 'feel at home'.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the fledglings room (baby room) and the ducklings and goslings room (pre-school room).
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector held a meeting with the nursery deputy manager and the co-owner.
- The inspector looked at written testimonials from parents.

Inspector

Jacqueline Mason

Full Report

Information about the setting

Mulberry Bush Day Nursery (Mulbarton) Limited was registered in 2003. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from a converted retail unit in Mulbarton, Norfolk. There is an enclosed area available for outdoor play. The nursery is privately owned and managed. It serves the local area and is accessible to all children.

The nursery employs 16 members of childcare staff. Of these, two hold a level 6 qualification and Early Years Professional Status. Six staff hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 97 children on roll, all of whom are in the early years age range.

The nursery provides funded early education for three- and four-year-old children. It supports 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:

- explore ways to overcome problems in accessing and using the outdoor environment, in order to provide consistent opportunities for children to be outdoors
- improve the organisation of the baby room, to provide babies with an environment that helps them to 'feel at home', for example, by the provision of domestic furniture.

Inspection judgements

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

Staff have a good knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage, which they translate effectively into practice. They gather useful information from parents when children first attend the nursery, to establish the starting points in children's learning, their likes, dislikes and interests. Staff understand child development and the characteristics of learning. They undertake observations of children as they play, which are evaluated and reflected in planning. As a result, staff are meeting the unique needs of every child, ensuring that they

make good progress in their learning and development from their starting points. Staff effectively engage parents in their children's development. They carry out the required progress check when children are two years of age. The written summary is shared with parents and they are given a copy to share with other professionals. Staff across the nursery keep parents fully informed about their children's achievements and progress.

Staff know the children well and talk confidently about where they are in their learning. Children's progress is tracked across the areas of learning, to ensure that they are making progress. Records show that children are generally working within, or above, the expected development band for their age. Staff are actively engaged in children's play. They recognise children's need to play independently, but are on hand to intervene and support when needed. Young children confidently explore the environment, knowing that familiar adults are nearby. Staff recognise the short concentration span of young children and readily swap to another activity, being guided by what children want to do. This helps to promote children's growing sense of independence and supports them in developing the key skills needed for the next stage in their learning. Staff respond well to children's interests. For example, they provide activities that follow the theme of 'holidays' in response to many of the children going on holiday and being enthusiastic to share their experiences. Staff provide a varied range of age-appropriate activities, including a tray of shells and stones for babies to explore and a role-play airport shop in the 'ducklings' and 'goslings' room.

Children enjoy making marks on paper with pencils, crayons and chalk. They understand that print carries meaning and confidently 'write' on the postcards that staff prepare as part of the 'holidays' theme. Children understand about using stamps to pay for postage and stick stamps onto their postcards. Children show an interest in books and enjoy sitting with adults to hear stories, snuggling in together on the sofas. Older children sit with their friends to look at books together. They understand that print carries meaning and hold books the right way up, turning the pages one at a time. Older children confidently use the illustrations to make up a story, using phrases, such as 'all of a sudden...'. Some older children recognise their first name when it is written. Babies bring books to adults. They sit on the floor together in the 'fledglings' room and look at the illustrations.

Staff promote children's communication and language skills very well. They respond to the babbles and gestures of babies, taking turns in 'conversation'. They support the development of children's vocabulary through naming items of interest in picture books and encouraging them to repeat the word. Staff engage older children in conversation, modelling speaking and listening and taking turns. Children are confident to talk to others when playing and readily express their own ideas and interests. The needs of children who speak English as an additional language are met.

Children's physical development is promoted well. Although opportunities to play outdoors are not extensive, children are able to use the 'garden room'; an indoor area that is used for active play, where children can use bikes, push-along toys, climbing apparatus and balancing beams. Children are able to move freely between the main playroom and the garden room. Children enjoy creating obstacle courses, extending the course by adding hoops and other items. Older children use the course independently and younger ones readily seek out adults for support, holding on to their hand to jump from the low-level

blocks. Small groups of children are taken to the allotment where they learn about living things and growing. Children excitedly bring their harvest of potatoes and beans into nursery, and take them to the kitchen, where the cook incorporates their harvest into the menu.

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

Children are happy and settled in this warm and welcoming nursery. The key person system is implemented well, to ensure that each child has a named person to take responsibility for their daily well-being, plan for their learning and development and build positive relationships with parents. As a result, children build strong relationships with staff who treat children with respect and genuine, positive regard. Children are prepared well, and fully supported by their key person, to progress from one room to the next. Consistent boundaries are in place to help children know what is expected of them. As a result, children behave well and build good friendships with each other. Even very young children seek out others to share experiences. Staff are good role models. They help children to play harmoniously together and have respect for each other's needs and feelings. Children readily share and take turns with popular resources.

Children are helped to learn to keep themselves safe through everyday routines, such as the safe use of knives at lunchtime. Consistent routines help children know what happens next throughout the day, promoting their sense of belonging. Children develop the necessary skills to embrace new experiences with confidence. They are supported well as they progress through the nursery and as they move on to school. Children benefit from a wide range of age-appropriate play materials to support their learning and development. Toys and resources are stored well, to enable children to choose what they want to play with. The 'ducklings' and 'goslings' have domestic furniture in their room, and enjoy sitting on the sofa to snuggle in with adults to read stories. However, there is no domestic furniture in the 'fledglings' room (baby room) to promote a homely environment where babies can 'feel at home'.

Children's health needs are generally met well. A varied diet is provided that encourages children to eat healthily. Special dietary needs are managed well. Children are encouraged to have regard for their personal hygiene and develop self-care skills. For example, they readily wash their hands before eating. Outdoor play is promoted but this is not consistent for all children. The small, enclosed garden and allotment are not readily accessible, although staff do take small groups of children to the allotment and are improving the appearance of the garden. For example, they have painted the brick wall in a bright colour to make the garden more inviting. Staff try to ensure that children have outings into the local community, but acknowledge that children do not go outside as much as they would like. They are looking at ways to improve opportunities for children to use, and play in, outdoor spaces.

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

The management and staff understand the requirements of the Statutory framework for the Early Years Foundation Stage and implement it well, to ensure that they are meeting their legal duties. They are committed to providing good quality care, learning and development for all children. Self-evaluation is used well to inform priorities and to set challenging targets for improvement. An action plan for development is in place that sets targets for improvement that are clear and achievable. It is led by a management team that supports and motivates staff to reflect on their practice and the impact it has on children. Good action has been taken to address recommendations set at the last inspection. For example, a full review has taken place of the play environment and changes have been made, to ensure that the indoor environment is attractive and well resourced. This is monitored and successfully encourages children to play, explore and learn independently.

The nursery premises are safe and secure, to protect children from intruders. Thorough risk assessments are carried out, to ensure that hazards to children are identified. All necessary steps are taken to limit risks so that children can play safely indoors and outside. Staff fully understand their responsibilities to safeguard the welfare of children. They are aware of the signs and symptoms of abuse, to help them recognise when children may be at risk, and know how to report concerns. A recent notification to Ofsted illustrated that the management team follow safeguarding procedures to ensure all necessary action is taken. Staff with lead responsibilities for safeguarding have been trained to ensure that safeguarding concerns are immediately recognised. This helps to ensure that children's welfare is always protected. A record is maintained to show that all staff have undertaken suitability checks. A programme of staff supervision and appraisal is in place, ensuring that training needs are identified.

Staff demonstrate effective partnerships with parents. They are committed to working together with parents, to promote continuity of care for all children. Parents are kept well informed, both by written information and daily discussion. Parents report that they are 'impressed with the staff and care they provide'. Parents value that their children learn excellent manners, and form good relationships with children and adults, as a result of attending the nursery. The nursery has established good links with external agencies. This helps to secure any additional support that children with special educational needs and/or disabilities might need to make the best progress they can in their learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary 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	EY258132
Local authority	Norfolk
Inspection number	931787
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	47
Number of children on roll	97
Name of provider	Mulberry Bush Day Nursery Partnership
Date of previous inspection	25/02/2011
Telephone number	01508 570100

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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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