

# The Mulberry Bush Pre-School

Fernside Avenue, Huddersfield, West Yorkshire, HD5 8PQ

<b>Inspection date</b>	17/10/2013
Previous inspection date	21/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 are happy and they approach their play with enthusiasm because practitioners develop supportive relationships. This effectively promotes children's well-being and their enthusiasm to learn.
- Children's behaviour is good and they are gaining a secure understanding of the difference between right and wrong. They are also provided with opportunities to develop independence and self-care skills.
- Children are well safeguarded. This is because staff are knowledgeable about their role and responsibility to keep children safe.
- Leadership is good and the staff team are committed to improving the setting for all children. Through effectively supporting practitioners' professional development.
- Positive and purposeful relationships are formed with parents that promote consistency of care and meeting the children's needs.

### It is not yet outstanding because

- On some occasions, staff do not always ask open-ended questions to support children's very good thinking skills and to promote their progress towards excellence.

## 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 play and learning activities and spoke to staff and children in the indoor and outdoor environments.
- The inspector carried out a joint observation with the manager in the outdoor area.
- The inspector looked at a selection of children's learning journals and progress tracking information and spoke to the key person.
- The inspector took account of the views of parents spoken to on the day and information held on the setting's website.
- The inspector carried out a meeting with the manager and looked at and discussed a range of policies and procedures.

## Inspector

Amanda Forrest

## Full Report

### Information about the setting

The Mullberry Bush Pre-school opened in 1989 and is a private organisation. It operates from the gatehouse at Almondbury High School, near Huddersfield and serves the needs of the local community. The group has access to open plan play areas, toilet and kitchen facilities and a fully enclosed outdoor area. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The pre-school employs 10 staff, of whom eight hold appropriate early years qualifications at level 2 and above. The pre-school is open from 8.15am to 12.15pm on Tuesday, Wednesday and Friday and offers a lunch club until 1.15pm. On Monday and Thursday, the pre-school is open from 8.15am until 3pm. There are currently 29 children, aged from two years old to five years old on roll. Of these, 19 children receive funding for nursery education. The pre-school currently supports 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:

- enhance staff skills so they all ask open-ended questions to support children's thinking and promote their very good learning even further.

### Inspection judgements

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

Practitioners create a welcoming, learning environment. As a result, children enjoy their time in the setting. The well organised indoor and outdoor areas and range of resources available to children create an interesting and stimulating place to learn. For example, children are weighing pumpkins and are encouraged to make cakes in the dough. However, on occasions, some staff miss opportunities to ask open-ended questions that extend children's critical thinking skills even further. Nevertheless, overall, children are making good progress across all aspects of their development. Practitioners are actively involved in children's play and support them well to embed their knowledge of all seven areas of learning. This ensures that they are equipped with key skills before they start school. They have a good awareness of the ways in which children learn best and provide them with many opportunities to explore, investigate and learn from first hand experiences. For example, children investigate the weight of heavy branches when

building dens in the outdoor area and a practitioner supports children by encouraging them to investigate and take risks.

Practitioners have high, but realistic expectations of what children can achieve. With enthusiastic encouragement they support children to have a go and try things for themselves. For example, children are encouraged to join construction equipment together, pushing and twisting the pieces. This develops children's 'can do' attitude and success, which develops their motivation and confidence in their own abilities. Staff also use this opportunity to talk to the children and link their learning to personal experiences. This extends young children's knowledge about themselves and the world around them in a fun and informative manner.

Children's speech and language skills are skilfully supported by practitioners. They encourage children to speak and to be listened to, as a result, children are confident speakers and they engage easily in conversation with their peers, practitioners and visitors. In addition, practitioners listen to children's ideas and provide them with time to talk without being rushed. The children enjoy books and there is a large selection of fiction and non-fiction resources that promote equality and diversity. The children enjoy sharing them with their peers and adults. Children enjoy writing their names, making marks and are confident in finding their name when they register each morning. These activities effectively promote children's early literacy skills and their readiness for school.

Children's mathematical development is promoted by practitioners. For example, through rhymes and counting resources the children use. Children use a good range of mathematical language in their play and practitioners skilfully include these terms in teaching, such as 'heavy and light' when weighing pumpkins and building dens outside. Practitioners provide good opportunities for children to develop their physical skills. For example, children use spades when digging outdoors and manoeuvre bikes and scooters around the garden. Practitioners confidently use a forest area of the garden to develop risk taking and investigation skills, such as den building and mini beast collections. In addition, through a good selection of resources, role play props, posters, books and activities that celebrate different cultures, children are developing positive impressions towards all people in society. Children make Eid cards to take home and these activities effectively promote children's knowledge and understanding of the world. Practitioners display children's work around the setting and use signs to reflect the languages of the families using the setting.

Practitioners fully understand the importance of involving parents in their child's learning and they have worked hard to try different ways to engage them. They share information on a regular basis; this includes daily discussions and sharing the child's progress checks at any time. Parents are asked to complete 'interest forms' to share information from home to extend children's learning.

Children are making good progress in their learning and development in relation to their starting points. Observations are used to track children and monitor their progress and staff know children well and have a good understanding of their abilities, needs and likes. Practitioners successfully complete 'progress checks at age two'. Any gaps in the progress of any children are quickly identified and sensitively shared with parents. This means they

share information and work together to agree plans, so learning is targeted and tailored to each child's specific needs. Individual learning plans are in place for children with special educational needs and/or disabilities and close working relationships with other agencies ensures they make good progress from their starting points.

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

The key person system works very well and children form close attachments with caring staff who are highly motivated, dedicated and work well together. Key persons know the children extremely well, which enables them to know each child's individual needs and interests so that they can support children to learn at their own pace. Children's transitions from home are well supported. Prior to joining the setting parents and children visit to spend time playing, this ensures that good partnerships are established with parents. As a consequence, children settle well and are eager to learn.

When children start at the setting the practitioners gather information from parents about children's individual needs, likes and progress. They use an 'all about me' form to gather information and verbally seek information from parents. Overall, this contributes to meeting the child's needs and promotes continuity of care. Transitions to other settings are also well supported with visits to the setting and more regular visits take place towards the end of term with the key person. Staff also speak to the children and read books in preparation for school so they are well prepared for their next big move.

Children are familiar with the setting's routines and their behaviour is good. They are learning how to take turns, share and be kind to their friends. For example, when using the computer to reinforce number recognition, children take turns with adult support. Staff act as positive role models, speaking calmly and giving children explanations about why they must stop doing something. Children are eager and willing to help and share equipment when supported by positive praise. For example, they explain 'Please can we share the magnifiers and work together?'

The learning environment for children is safe, clean and welcoming. Staff complete daily risk assessments both inside and outdoors. This means good safety precautions are in place to minimize hazards and accidents. Children have a good understanding of ways in which to keep safe both indoors and outdoors. They can choose for themselves when they wish to play outside. This enables them to have lots of opportunities for fresh air and physical exercise. Children are learning to use equipment safely and how to ask for help. This shows their awareness of safety and risk management. For example, children wait patiently at the top of a slide while a practitioner gets ready to catch them.

Practitioners effectively promote children's health and well-being. For example, practitioners remind children of the importance of washing their hands after using the toilet. Children are learning how to keep healthy. They enjoy healthy snacks and drinks, these are available freely for the children both inside and outdoors. Children will pour their own drinks when exercising in the outdoor area. Practitioners promote the need to drink

water when exercising. The outdoor area provides lots of opportunities for children to learn about nature, to plant and grow fruit and vegetables. For example, the children have been waiting for the apples to grow big, so they can eat them.

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

Children are well protected in this setting because it is well organised and managed. Practitioners have a good understanding of their responsibilities in promoting safeguarding and children's welfare. All practitioners access training, including safer recruitment training for the manager. The manager ensures that safeguarding matters are interwoven into daily routines and training, such as behaviour management. An effective risk assessment, underpinned by daily checks and vigilant practitioners, ensures that the activities and equipment used by children are safe. Parents know safeguarding practices, such as not to use mobile phones and ensuring they do not let anyone else into the setting. Practitioners are aware of the signs of abuse and who to report any concerns to so children's safety is well promoted.

Suitability checks are carried out on all practitioners and these are recorded in the setting. Practitioners are effectively deployed around the setting both inside and outdoors, this contributes to maintaining adult to child ratios, supporting children and keeping them safe. Good procedures are in place for administering medicine and dealing with any accidents or incidents.

The leadership and management is good and all practitioners demonstrate a commitment, drive and ambition to promoting improvement. Through meetings and informal discussions, they strive to promote high standards of care and education for all children. The recommendations raised in the previous inspection have all been addressed. The manager has addressed issues as they have arisen and acted quickly. For example, providing window covering, to safeguard children when they access the toilet area. The program of professional development is effective and staff receive regular appraisals and supervision. Monitoring of the educational programme ensures all children make good progress in all areas of learning.

Practitioners understand the benefit and importance of good relationship working and they are keen to develop stronger relationships with local schools. Practitioners have good relationships with parents and because of this good level of communication they meet the children's needs. Parents enjoy reading the summaries, observations and progress checks on their child and especially welcome being able to take these home to share with the wider family. This contributes to a child's sense of belonging and self-esteem. Parents say practitioners are friendly, they share good information about their child's day and progress and they feel their children are safe and well cared for. Noticeboards and newsletters provide parents with lots of useful information and the setting ensures that parents are kept up-to-date with changes, such as the changes to the Early Years Foundation Stage.

Practitioners work well with agencies involved in children's learning and care. They have

strong links with some of the local schools and other professionals, such as health visitors. This means that they are fully aware of the services available in the area to support children and their families.

### **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
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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>	311296
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	868010
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Monica Wells
<b>Date of previous inspection</b>	21/01/2009
<b>Telephone number</b>	07979 485816

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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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