

# Mulberry Bush Nursery Walshaw

Stewart Street, BURY, Lancashire, BL8 1SU

<b>Inspection date</b>	30/08/2013
Previous inspection date	07/09/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	1
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 are committed to continuous improvement, as there is a good self-evaluation process in place, which takes account of staff's, children's and parent's views for further improvement.
- The management team know their roles. They encourage staff development, which helps the whole team to improve the children's experiences.
- Staff keep parents well informed of their child's progress and parents have good opportunities to contribute to their child's learning.
- Outdoor play is well developed with a good variety of activities offered to all children.
- Effective systems for observation, assessment and planning, together with good support from staff, help children to progress well in their learning and development.

### It is not yet outstanding because

- Sometimes staff working with younger children do not always use consistent strategies to manage children's, generally, very good behaviour. Therefore, children do not always know what is expected from them.
- Opportunities for children to further extend their very good knowledge of other cultures through the use of resources are not yet always fully enhanced. As a result, children are not always given a full range of opportunities to represent their similarities and differences from others.

## 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.

## Inspection activities

- The inspector spoke with the management team at appropriate times during the inspection.
- The inspector observed children and staff interactions throughout the inspection both indoors and out.
- The inspector reviewed documentation, including children's learning and development records as well as some policies and procedures.
- The inspector carried out a joint observation with the nursery manager.
- The inspector took into account the views of parents spoken to on the day.

## Inspector

Mary Chekired

## Full Report

### Information about the setting

Mulberry Bush Nursery Walshaw was re-registered in 2010 on the Early Years Register. It is one of four settings privately owned and operated by the registered person. The nursery operates from two detached, single-storey buildings in Bury, Lancashire. There are several playrooms, all with enclosed outdoor play areas. The nursery has two large car parks and two dropping-off areas located at the front of the nursery.

The nursery currently employs two full-time managers and there is also a senior manager for the four nurseries in the group. The senior manager has Early Years Professional status, the manager has a level 4 qualification and deputy manager has a degree in early years. In addition there are 31 members of child care staff of whom 26 hold relevant childcare qualifications to level three or above and three of whom are working towards a level three qualification. Of the 26 qualified staff, three have degrees in early years, three are qualified to level 5 and two are qualified to level 4. The nursery also employs a chef, three full-time maintenance staff, a supervisor, a maintenance assistant and a painter and decorator to enhance the provision and service provided.

The nursery is open from 7.30am until 6pm, Monday to Friday for 51 weeks of the year, excluding bank holidays. There are currently 173 children on roll, some of whom attend on a part-time basis. Children are grouped according to age and stage of development. The nursery currently supports children with special educational needs and/or disabilities and children who have English as an additional language. The nursery is also supported by the local authority.

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

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

- sharpen existing monitoring processes to ensure that all staff, in particular those working with younger children, use consistent strategies to manage their behaviour so they learn even more effectively what is expected of them
  
- provide more opportunities for children to learn about other cultures by providing even more resources that positively reflect the society they live in to extend their learning in this area.

## Inspection judgements

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

Children are interested and motivated to learn as staff plan exciting activities, which stimulate children's curiosity. For example, staff provide opportunities to learn about mathematical concepts, such as size, when they are asked if the bean bag should be thrown into the small or large hoop. Children make good progress in their learning as staff record regular observations of children, which they use to inform individual planning to build on each child's next steps in learning. Staff assess children effectively which means that parents and staff have a good overview of children's progress in each area of learning so that any gaps are identified and quickly addressed. Each room within the nursery is set out to cover the seven areas of learning. Each area is equipped with resources that children can access freely. Children experience a wide range of interesting activities in the outdoor area which is organised well to provide them with even more exciting and varied learning experiences. Children learn about nature and where food comes from as they have access to a small allotment where they grow vegetables. Children talked with excitement as they remembered digging for potatoes which they then made into potato cakes for everyone to enjoy.

The younger children enjoy exploring a range of instruments and treasure baskets and looking at their family books, which staff put together with help of the parents. Children have access to a computer and a range of push button toys so that they develop simple technological skills. Staff help children to count and recognise numbers by singing songs that involve the children in counting, such as 'five little speckled frogs', which helps prepare them for the next stage in their learning. Children learn to make marks and practise writing when they are ready, as the majority of learning areas are equipped with writing materials.

Parents share information with staff about what children can do, which gives staff a starting point on which to build. Staff discuss children's progress with parents at parent's evenings and on a daily basis for the older children and through the use of a daily diary for the younger children. This means that parents are well informed about their child's activities. Staff encourage parents to support children's learning at home. For example, older children take part in planned letters and sounds sessions. Children are encouraged to listen to the noises that their bodies make. Staff then use the letters and sounds pack with the children to help them identify the sounds that they have heard. Staff provide parents with a pack of activities they can do with their child at home, which complements the learning that has taken place in nursery. Children with special educational needs and/or disabilities are supported well through close working with parents and other professionals, such as a speech and language therapist. Staff observe and listen to children, questioning them during activities in order to extend their learning and enhance their understanding.

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

Children form close bonds with staff and their key person who works closely with parents to provide continuity in children's routines. This ensures that all children's needs are fully met. Children are given comfort and reassurance when they are new to the setting. Consequently, the majority of children settle quickly and start playing. Children show they feel secure as they happily sit next to their key person to listen to a story. Children are happy at the nursery as they confidently choose toys and activities freely.

Children at the nursery show good control of their movements and balancing skills, as they independently use seesaws and small climbing apparatus. Staff are observant of the physical challenges children create for themselves. They stay close by when children experiment and test their own abilities, for example, when a younger child chooses to walk up the steps to the tree house unaided. Consequently, children are provided with challenges within safe limits.

Children's good health is promoted as they freely access drinking water. Staff provide children with a variety of fresh fruit for snack time and healthy meals which are prepared by the onsite chef. Staff provide children with many opportunities to learn about health and hygiene, for example, staff explain to the children why the tables are disinfected before lunch, and children are asked to wash their hands before lunch after playing outside. All staff have completed food handling training which has reinforced theirs and children's knowledge of good practice. For example, staff choose two children to help set the tables for lunch and serve the food. The children wash their hands, put on aprons and also wear chef's hats to prevent cross contamination. This encourages children to feel special, gives them an opportunity to be independent and also learn vital self-help skills in preparation for starting school.

Children are provided with a range of activities that, generally, promote their awareness of difference. For example, children celebrate a range of cultural festivals, such as Eid, and learn words in French and Spanish. This helps children with English as an additional language to settle and feel welcome. There are some accessible resources that reflect positive images, although, these are not always consistent across the whole of the nursery. This sometimes reduces the opportunities for children to develop an even more positive awareness of diversity.

Staff invite parents and teachers from the local schools to visit the children who will be leaving for school. Teachers use this opportunity to observe the children and talk to their key person. This helps them to get to know children before they start. A number of activities take place within the nursery to prepare children for the transition to school. For example, school uniforms are placed in the role play area for the children to dress up in. Staff at the nursery prepare a book of photographs which they have taken to show children what the hall and toilets look like. Staff also include a picture of the child's teacher to look at. Staff at the nursery ensure children can manage self-help skills such as toileting alone and put their own coats on, all of which are used to ensure that children benefit from a smooth transition to school. Transitions within the nursery are managed well. Children have the opportunity to see other members of staff throughout their nursery

day. Each child's key person accompanies them for an initial period into the next room. This helps children settle more quickly and gives them the security they need while adjusting to a new room.

Children's behaviour is generally good as the majority of staff set clear boundaries and explain to children why they need to be careful. However, this is not always consistent among the younger children, as staff working with younger children do not always use consistent behaviour management strategies. Therefore, there are odd occasions when staff do not adhere to the nursery's behaviour management policy, which means that children sometimes display inconsistent behaviour.

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

Children are cared for by a committed, motivated and well qualified experienced staff team. Regular training sessions ensure staff are clear about their roles and responsibilities to protect children in their care. Safeguarding policies and procedures are reviewed regularly and updated in line with requirements. For example, there is a clear reference to the safe use of cameras and mobile phones in the nursery. Vetting and recruitment procedures are thorough to ensure the suitability of all staff working with the children.

The nursery is a safe environment for children and the management team have put in place effective systems to ensure the safety of the children. For example, parents and staff access the building by using a finger print scanner and a key pad. Staff give priority to ensuring equipment and resources are safe. They do this by carrying out regular risk assessments on current equipment and resources, as well as new resources bought for the nursery.

The management team carry out regular staff meetings, appraisals and staff supervisions, as well as staff observations. This enables the management team to identify areas to support improvement in their practice. Staff regularly take part in training, either by accessing it through training companies or via in-house training. This enables staff to strengthen their knowledge of the Early Years Foundation Stage to ensure that children are developing in all areas. The educational programme is monitored to ensure all children make good progress. The management team implements an effective system for self-evaluation, which then informs the nursery's priorities and targets for improvement. Staff, parents and children's views are sought, which supports the process and ensures that the drive for improvement is continuous.

Good partnerships with parents exist. Parents receive good information through seasonal newsletters emailed to them. The management team ensure that there are copies of the newsletter available for parents who don't have access to a computer. Information for parents is also displayed on notice boards, such as, a list of local schools. The management team have an effective system in place to support children's transitions to school. For example, they arrange for teachers from the local schools to visit and meet the

children, which enables the child's key person to discuss children's individual learning needs.

The management team ensure that all concerns are logged appropriately and swift action is taken to resolve any concerns parents may have. As a result, the nursery is responsive to the needs of parents and children. The inspection was brought forward following a concern raised about biting. The management team have acted upon the concern raised and have successfully worked hard to put a number of approaches in place. For example, the number of staff working with the younger children has been increased, which ensures children feel safe and secure. Special 'chew toys' have been purchased for use when appropriate and in partnership with parents, in addition to staff shadowing children to ensure their safety and emotional well-being.

Procedures have also been updated and shared with staff to ensure they are aware how to manage children's behaviour. Parents spoken to during the day are very happy, stating their child settles well and information is shared on a daily basis. This means that families are supported well in this good nursery.

## 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>	EY415343
<b>Local authority</b>	Bury
<b>Inspection number</b>	928457
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	104
<b>Number of children on roll</b>	173
<b>Name of provider</b>	Mulberry Bush Nursery Group Ltd
<b>Date of previous inspection</b>	07/09/2011
<b>Telephone number</b>	01617973788

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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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