

# The Mulberry Bush Day Nursery

Ditherington Road, SHREWSBURY, SY1 4DQ

<b>Inspection date</b>	26/03/2014
Previous inspection date	08/07/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Positive and well-established relationships between parents, external agencies and other providers ensure that children's needs are fully understood and effectively met.
- Comprehensive safeguarding procedures and staff's secure knowledge of their responsibility to report any concerns ensure that children are effectively safeguarded.
- Teaching is well embedded into staff practice through good leadership and management procedures. As a result, children are well supported by staff as they learn through play.
- Peer observations and regular evaluative reviews of staff practice are conducted by leaders and the manager of the nursery. This helps to identify key areas for further improvement and professional development.

### It is not yet outstanding because

- There is scope to provide babies with greater opportunity to play and explore in the outdoor learning environment.

## 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 children's activities both inside and outside.
- The inspector looked at children's learning journals and a selection of other documentation.
- The inspector carried out a joint observation of a teaching and learning activity with the manager.
- The inspector took into account the views of parents spoken to on the day.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and action plans.

## Inspector

Lesley Bott

## Full report

### Information about the setting

The Mulberry Bush Day Nursery was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of six nurseries owned and managed by Hazels Farm Childcare Limited. It is situated in Shrewsbury, Shropshire. The nursery serves the local area and is accessible to all children and there is an enclosed area available for outdoor play. The nursery employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, and above. The nursery opens Monday to Friday, all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 88 children attending, 78 of whom are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

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

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

- extend opportunities for babies to enhance their already good learning experiences by organising more time for them to be outside to enjoy the outdoor learning environment.

## Inspection judgements

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

Children are content, happy and well settled in the nursery, consequently, they are motivated and eager to learn. Observation, planning and assessment procedures are secure and well embedded into practice throughout all rooms. Comprehensive information is obtained from parents when children initially join as staff take time to complete baseline assessments. This ensures that play opportunities are accurately based on children's individual learning and development needs. Information gained from ongoing observations is used effectively to plan activities based on the children's current interests and ideas. As a result, all children are working within their expected age range. Children's progress and development is monitored effectively as staff complete 'learning journey' records and termly language and communication trackers show their progress over time. Photographs within their records clearly show children's enjoyment and achievements during their time at the nursery. This ensures teaching is effective and having an impact on children's learning. Information about activities is shared with parents on a regular basis to ensure that they can continue their child's learning at home.

High priority is given to fostering children's early language and literacy development with story and singing time and a range of inspiring books. Older children enjoy phonic sessions as they begin to break down letters and sounds in order to correctly identify all

the letters in their name. For example, children arrive at nursery and enthusiastically find their name on their coat hooks, and older children look for their name cards to self-register. Activities such as these further embed and enhance their learning in readiness for school. Children with English as an additional language are well supported. Staff use visual timetables to ensure that children are able to communicate effectively and posters and signs display children's home languages. Staff work with parents to plan for each child's individual needs, identifying and using familiar key words. This fully supports the importance of communicating with younger children in their home language. Teaching is good and staff allow children time and support to concentrate and complete activities. For example, children create their own individual Mother's day card, decorating this in their own individual way. Older children use their name card to independently write their name in the card as they show good writing skills.

Child initiated play is well promoted through an imaginative and creatively inspired nursery. Resources are well labelled with words and pictures and stored at the children's level to enable them to direct their own play. Children's critical thinking and communication skills are well supported as staff creatively allow children to initiate conversations. Staff skilfully use open-ended questions with the children when playing with the dolls. Staff suggest they bath the babies, asking open-ended questions, such as, 'What do we need to put in the bath?' They talk to the children about water, soap and why we need to wash ourselves as part of a healthy lifestyle. Staff use the dolls to teach the children about feelings, while discussing whether their babies are happy or sad and the reason why, linking this to feelings and behaviour. This helps to develop and support children's personal, social and emotional skills. Outdoor play is provided for all children on a regular basis enabling children to learn to negotiate climbing equipment and explore the natural world. For example, older children enjoy looking under the wood pile for insects and using their imagination in the mud kitchen as they develop their understanding of the natural world. However, there is scope to improve the opportunities for babies to enjoy and explore safely in the outdoor environment to further their experiences.

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

A comprehensive and effective key person system is in place to fully support children's emotional well-being. Children are able to make and form secure emotional attachments with their key person. Information is gained from parents at an initial meeting to ensure that children's daily routines, preferences and any dietary requirements are recorded and acted upon. Flexible settling-in sessions are offered to parents to work to the individual needs of the child to ensure that their transition from home to nursery is smooth. Information is shared by key persons when children are ready to move into their next room, they enjoy visits before their move to ensure their needs and interests can continue to be met. Staff within the pre-school room contact schools children are due to move on to. They invite teachers to the visit the nursery to share relevant information with which helps ease the move to school and gives children confidence during this time of transition.

Healthy lifestyles are promoted effectively as most children have the opportunity to be

outside on a daily basis. They understand about staying healthy as they wash their hands at appropriate times during the day, such as before snack and after messy play. Children develop their independence and self-care skills as they help staff prepare fruit for snack time, and set the table. A daily routine of outdoor play provides challenges for children as they ride on bikes and balance. As a result, children learn about the benefits of fresh air and physical exercise as part of a healthy lifestyle.

All staff set clear boundaries for children's behaviour with the use of age-appropriate language and being good role models. Staff use praise, and encouragement to promote children's understanding of good behaviour. Children learn to respect and value their environment. They know and understand the routine of the day, eagerly joining in at tidy-up time when the music comes on. Staff use purposeful strategies to help children learn to share and take turns, such as using a sand timer for favourite resources and equipment. Children's well-being and safety is well promoted. The nursery is safe and secure and children demonstrate a strong understanding of keeping themselves safe. Children listen to staff and fully understand how to handle resources in a safe way. For example, they understand how to use scissors safely during junk modelling activities.

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

Comprehensive policies and procedures are in place to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Staff ensure that children's safety and well-being is met at all times through the effective systems in place. As a result, staff understand what to do should they have a concern about a child in their care, and know the procedures to follow to promote children's welfare. Robust recruitment and induction processes are in place which follow Shropshire Council's safer recruitment guidelines. This ensures that all staff are suitable to work with children. All staff working in the nursery are appropriately vetted and Disclosure and Barring Service Checks are in place. Inclusive risk assessments of all areas identify potential hazards and the action required to minimise risk to children to ensure their safety at all times.

Leadership and management of the nursery is good as the provider fully understands her responsibilities in meeting the learning and development requirements and is fully committed to developing practice. Recommendations and actions raised at the previous inspection have been fully acted upon and monitored to sustain improvement. A new manager has been employed resulting in improved monitoring and evaluation of teaching to enhance the quality of children's learning experiences. There is opportunity for the manager to meet with others within the chain to move forward and share good practice. Any staff attending training courses will cascade training down to others at the monthly staff meeting to help develop skills and practice. Regular team meetings, peer observation and supervision sessions with staff are in place. Action plans set with staff fully support the nursery to move forward and staff to be fully involved in their own self-reflection and improvement.

The nursery works closely with a wide range of professionals and other providers to help support children and their families effectively. Parents spoken to at the time of the inspection state that they are very happy with the nursery. They appreciate the flexible settling-in sessions as staff take on board parents' wishes when children first start. Others state that their children are very happy at the setting and are making good progress in their learning. Parents are kept well informed about their child's progress and activities through a variety of ways, such as via newsletters, notice boards and daily diaries.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY458254
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	928927
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	74
<b>Number of children on roll</b>	88
<b>Name of provider</b>	Hazles Farm Childcare Ltd
<b>Date of previous inspection</b>	08/07/2013
<b>Telephone number</b>	07538972730

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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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