

Mulberry Bush Day Nursery

Unit E & F, Troon Way Business Centre, Humberstone Lane, Leicester, LE4 9HA

Inspection date	02/12/2013
Previous inspection date	28/08/2013

The quality and standards of the early years provision	This inspection:	
	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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children's behaviour is good because staff consistently provide age-appropriate ways to support positive behaviour. As a result, children are confident in the setting and know what behaviour is expected of them.
- Staff have effective partnerships with parents and others, which makes a significant contribution to children's individual care and learning requirements.
- Children make good progress in their learning and development, as a result of consistently good teaching, which provides interesting and challenging activities that meet the needs of all children.

It is not yet good because

- Although, there are safety procedures in place to keep children safe, these are not always successful in maintaining the well-being of children.
- Staff sometimes give children ready cut templates during craft activities and occasionally the finished product becomes more important than the process of creating it. This prevents children from maximising their rapidly developing creativity.
- There is scope to extend the monitoring arrangements for different groups of children in the nursery as being identified as being in need of support, to ensure that gaps are narrowing effectively and their learning and development is fully extended.

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 during activities indoors and outdoors.
- The inspector held a joint observation with the manager.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector spoke with the manager and staff at appropriate times throughout the inspection.
- The inspector took into account the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Dawn Larkin

Full report

Information about the setting

Mulberry Bush Day Nursery was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of seven nurseries run by Bush Babies Children's Nurseries Ltd and is situated in converted premises in the Thurmaston area of Leicester. The nursery serves the local area and is accessible to all children. It operates from three main rooms and an annex. There is a fully enclosed area available for outdoor play.

The nursery employs 12 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or 3, including the manager who has a Foundation Degree. The nursery opens Monday to Friday, all year round, from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 88 children on roll, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- review the updated safety procedures to maintain children's safety and well-being, with particular regard to ensuring that children are where they should be at all times.

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

- allow children more freedom and choice to express their own creativity as they explore and use media and materials
- enhance the existing system for monitoring children's progress that ensures gaps in attainment continue to narrow for groups of children, or individual children who may need additional support.

Inspection judgements

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

Children are well supported in their learning and development because teaching is rooted in good knowledge and understanding of the Early Years Foundation Stage. They have a good awareness of the ways in which children learn best and provide them with many

opportunities to explore, investigate and to learn through first hand experiences. Consequently, children thoroughly enjoy attending nursery and are active learners. For example, children enjoy investigating and predicting items that might float or sink. Staff support children to extend their learning through effective questioning and by encouraging them to look closely at the patterns in what they see. They use observations of children's progress to identify their next steps in learning and have effective planning systems in place to ensure children's individual needs are provided for. Children's individual learning journey records are maintained well and contain information from parents on their starting points, regular assessment by the key person and tracking documents to support future plans for each child. This ensures staff have a good knowledge of children's development in all seven areas of learning. Consequently, staff provide children with a broad range of stimulating activities, ensuring they make good progress towards the early learning goals. Staff work closely with families and children, who have special educational needs and/or disabilities. Individual learning plans are in place for children, so staff can plan to support the child appropriately according to their needs. Parents have regular opportunities to meet with staff to discuss children's achievements and progress and learning journey records are always available for parents to read and comment upon.

Children thoroughly enjoy exploring the well-resourced outdoor environment, which enables children to investigate and explore the natural environment. They can access a full range of activities outdoors, which covers all areas of learning successfully. Staff support children's imaginative play in the outdoor sand pit through role playing cooking and washing cars. This motivates and extends children's learning because staff follow children's leads in their play. Babies and children enjoy art and craft activities, sticking, painting and making Christmas decorations. However, on occasions, staff give children ready cut templates and the finished product becomes more important than the process of creating it. This prevents children from maximising their rapidly developing creativity. Children's understanding of how things work and use of technology is encouraged through access to a touch screen computer and pressing buttons to make toys move. Children are well supported in the acquisition of language and communication skills because staff use a range of effective teaching techniques. For example, they model language for thinking, such as 'I predict this will float because..' This results in children understanding and using the language when predicting. Staff leave pauses when asking open-ended questions to give children time to think and respond. They also repeat words back to children so they are learning how to pronounce them correctly.

Children's readiness for school is supported because staff give them the opportunity to engage in early reading and writing skills. For example, at the start of the day children are encouraged to find their name using initial phonemes and letter shapes, providing children with an awareness of linking letters with sounds. Making marks is well-promoted throughout the nursery and children are given lots of opportunities to practise this pre-writing skill. In the pre-school room many children demonstrate good pencil control and the correct grip when drawing in the mark making area. During children's play staff use mathematical language to order the size of the animals and encourage children to count the animals. Consequently, children are acquiring early mathematical language and skills in readiness for school.

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

The effective key person system contributes towards babies and children's feelings of security and well-being because the move from home to nursery is managed well. Staff find out about babies established routines for feeding and sleeping. They continue these to promote continuity of care and a sense of belonging because they are flexible with their care routines. For example, babies sleep and eat to suit their own routines not the nursery's timetable. Staff encourage settling-in sessions so that babies and children become familiar with their surroundings and the people caring for them. Babies and children benefit from staff's highly positive involvement during their play and this means that children's emotional well-being is well-fostered. The move to school is skilfully supported and managed through a good partnership with the local school. This results in children being emotionally prepared for the move to school and parents feeling supported.

Children's behaviour is very good because staff are very consistent in their approach and they use gentle reminders of the expectations for behaviour as required. As a result of staff implementing effective behaviour management policies, such as, using no raised voices, remaining calm, providing clear explanations and positive praise, children behave well and understand what behaviour is expected of them. Parents comment that they are given ideas to support their children's behaviour at home and as a result, their children's behaviour is improving. Staff offer lots of positive praise and recognition for children's efforts and achievements. For example, at lunchtime children who have followed the 'room rules' are rewarded by sitting at the 'fine dining table'. This reinforces the clear boundaries set and promotes children's self esteem. Children's work and photographs are displayed around the nursery and this gives children a sense of belonging and achievement. The nursery promotes an 'I can do' approach, which supports children's sense of achievement. For example, when children are struggling cutting out shapes to make snowflakes, staff reassure children they can do it. When they have completed the task they smile and clap their hands because they are proud of themselves. However, a recent lapse in practice resulted in a child being left in the outdoor area for a short period of time; therefore, children's well-being is not always maintained well.

Meals and snacks are healthy and together with children's regular access to exercise and outdoor play promote a healthy lifestyle. During mealtimes babies and children are encouraged to feed themselves and staff support this effectively. Consequently, children are learning self-help and independence skills. Children are learning good hygiene routines and know they must wash their hands after using the toilet and before eating. Hygiene routines are followed and children develop positive habits as staff help children learn what to do, for example, children are reminded to take a tissue from a box and how to dispose of it.

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

This inspection was prioritised by Ofsted following concerns being raised regarding a child being left unsupervised in the outdoor area for a very short period of time. This lapse in

practice put a child at risk of harm. However, the inspection found that while this did occur, the manager took immediate action to address the incident and to improve procedures, in order to prevent any similar occurrences. However, insufficient time has elapsed to ensure the changes to procedures remain effective. During the inspection the nursery was seen to be generally meeting the requirements of the Early Years Foundation Stage for safeguarding, welfare and for learning and development. Recruitment procedures ensure staff are safe and suitable to work with children, as Disclosure and Barring Service checks are in place and references obtained prior to all staff commencing work. The designated lead for safeguarding has a clear understanding of the role. Staff have a sound knowledge and understanding of the safeguarding children procedures and have completed training to ensure their knowledge is up to date. Staff are vigilant about the security of the premises and check all visitors before entry. They supervise children appropriately and carry out daily safety checks to ensure areas children use are safe.

Staff have a good knowledge of how children learn and they plan appropriate and stimulating experiences for their key children. They understand their responsibility to promote the learning and development of all children. This includes those children who have a special educational need and/or disability. They monitor the levels of planning and assessment to make sure these are consistent and display an accurate understanding of all children's skills, abilities and progress. The manager and her team monitor children's progress effectively and as a result, individual children are identified and given targeted support as required. However, there is scope to extend the monitoring arrangements for different groups of children in the nursery that are identified as being in need of support. This would ensure that gaps are narrowing effectively and their learning and development is fully extended. The manager monitors staff performance through supervisions, appraisals and informally through observation and working alongside staff. Staff are supported to attend relevant courses and gain additional qualifications. The manager uses regular staff meetings to discuss and share any ideas and practice issues to further promote effective outcomes for children. The manager and staff team demonstrate a commitment to the ongoing development of the whole provision and strive to identify priorities for improvement.

Effective partnerships with parents ensure children make good progress in their learning and individual needs are addressed because there is two-way communication between home and nursery. Parents are provided with detailed information on policies, procedures and are kept well-informed through noticeboards, daily communication, parents' evenings and events. Parents warmly praise the 'caring and friendly' staff team and the progress their children are making. To aid all children, good links have been established with outside agencies. This also ensures that children's specific needs are assessed and that appropriate support is given over time.

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

Unique reference number	EY346422
Local authority	Leicester City
Inspection number	945292
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	86
Number of children on roll	88
Name of provider	Bush Babies Children's Nurseries Ltd
Date of previous inspection	28/08/2013
Telephone number	01162 223 377

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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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