

Mulberry Bear Day Nursery and Pre School

Walton Hall, Milton Keynes, Buckinghamshire, MK7 6AA



Inspection date	23 April 2015
Previous inspection date	21 June 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The nominated person, who is the manager, has not notified Ofsted of changes in individuals, who are partners in, or a director, secretary or other officer member of its governing body.
- The manager works alongside staff and does some monitoring of their practice. However, she does not plan more focused observations to extend existing good teaching practices across the whole nursery team, to promote greater consistency.
- Staff do not always effectively plan the use of the garden or make best use of existing toys and resources to provide children with further choices during child-initiated play times.

It has the following strengths

- The manager and staff meet the learning and development requirements well. Planning and assessment processes are effective and, therefore, children make good progress from their starting points.
- Children are safe and secure on the premises because staff risk assess the areas they use well. Arrangements for safeguarding children are robust. All staff complete child-protection training and have a good understanding of what to do if concerned for a child.
- The majority of the parents speak highly of the staff and feel they provide good care and prepare children well for school. They are involved in their children's learning and enjoy taking their child's folder home to share with other family members.
- Staff promote children's awareness of healthy lifestyles well. Children play outdoors daily and enjoy a range of healthy snacks and meals.

What the setting needs to do to improve further

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

- notify Ofsted of any change to the individuals who are partners in, or a director, secretary or other officer member of its governing body
- improve the monitoring process by completing more observations of staff practice to promote existing good teaching skills across the nursery staff team.

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

- develop planning further for the outdoor environment and make better use of toys and resources to enhance children's further good learning opportunities and ideas.

To meet the requirements of the Childcare Register the provider must:

- inform Ofsted of the name, date of birth, address and telephone number of any partner, director, senior officer or other member of the governing body(Compulsory part of the childcare Register)

Inspection activities

- The inspector observed activities in all playrooms and the garden.
- The inspector had discussions with children, parents and staff.
- The inspector undertook a joint observation with the manager.
- The inspector looked at observation files, tracking systems, the self-evaluation form, and a selection of policies and children's records.

Inspector

Kim Mundy

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children are enthusiastic learners and staff support and challenge them during play. Across the nursery, staff use running commentary and questioning well for children to respond to. Children recognise their name and observe print in their environment. The book corners are inviting and pre-school children take books home to share with parents. Therefore, they make good progress in their communication, language and literacy skills. Children have free movement between the indoor and outdoor environments. They make good progress in their physical skills as they climb and balance on apparatus. However, staff do not always fully plan outdoor learning experiences or make full use of existing good toys and resources to provide children with more choice to build on their ideas. Children develop their imagination through music, role-play, and art and craft activities. They plant beans and celebrate festivals, which helps promote their understanding of the world. Children develop the skills to operate programmable toys and complete educational programmes on the computer. During many activities, children count, name colours and shapes, and explore measurement.

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

Staff place a strong emphasis on promoting children's well-being. The key-person system is well embedded in practice and staff support children to settle happily and develop close relationships. Children develop social skills as staff talk about what is and is not acceptable behaviour and they learn to play cooperatively together. As specific behaviour issues arise, staff work closely with parents to support children consistently across the nursery and their home environment. Children learn to manage risks as they use outdoor apparatus and follow good hygiene practices throughout the routine of the day.

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

Overall, the nursery is well led and managed. Robust recruitment procedures are in place for the staff working directly with the children. However, the nominated person has not kept Ofsted up to date with changes in the committee, trustees and directors, and this is a requirement. However, this does not impact on the safety of the children as these people do not have unsupervised access to the children or work with them. In the main, staff are supported effectively in their work with the children through meetings, appraisals and training opportunities. However, the manager does not plan time to formally observe and then raise staffs' good practices even further. The quality of self-evaluation is good. Staff value parents' and children's views to help drive future improvements. Partnerships with parents and others are strong. Children benefit from the friendly exchange of information between staff and parents, and other professionals involved in their lives.

Setting details

Unique reference number	141798
Local authority	Milton Keynes
Inspection number	841493
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	54
Number of children on roll	64
Name of provider	Mulberry Bear Day Nursery and Pre-School
Date of previous inspection	21 June 2011
Telephone number	01908 653867

Mulberry Bear Day Nursery and Pre-School registered in 1988. The provision is open from 8.30am until 6pm, Monday to Thursday, and from 8.30am until 5.30pm on Fridays, 50 weeks of the year. It is in receipt of funding for the provision of free early education for children aged two, three and four. All of the staff working at the nursery hold relevant qualifications to level 3 and above. This includes the manager who is qualified to level 6.

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.

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