

Mulberry Kidz Day Nursery

Mulberry House, High Street, Bathampton, BATH, BA2 6SY



Inspection date

28 May 2015

Previous inspection date

2 September 2010

The quality and standards of the early years provision	This inspection:	Good	2
	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		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Teaching is good. Children take part in an interesting and challenging range of self-chosen and adult-led activities. These match children's development needs and build on their individual interests. As a result, children make good progress.
- Children's behaviour is good because staff give clear messages about what is and is not acceptable. This direction encourages positive relationships between the children and helps them to respond well to the consistent expectations of the staff team.
- Managers and staff give good attention to working in partnership with parents. They involve parents fully into the life of the nursery and in their children's learning. This helps to ensure that children receive consistency in their care and learning.
- Leadership and management are good. Managers constantly reflect on the quality of the nursery provision. They involve parents and staff in the self-assessment cycle. This joint approach helps to improve the outcomes for all children.
- Leaders check that staff implement requirements to a good standard and that they look after children well, so children are safe in the nursery.
- There are effective partnerships with outside professionals that help children at times of change when leaving the nursery.

It is not yet outstanding because:

- Managers and staff do not always make to most of opportunities to extend children's understanding of early mathematical ideas as these arise during play.
- Managers and staff do not promote children's personal care skills fully by expecting children to manage these for themselves as soon as possible.

What the setting needs to do to improve further

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

- extend children's mathematical knowledge by seizing chances to teach children early mathematical ideas and language as often as possible
- provide more opportunities for children to develop their personal independence and self-care skills.

Inspection activities

- The inspector observed activities throughout the nursery rooms and in the outdoor play area.
- The inspector held discussions with the management team and spoke with children and staff at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, including staff suitability checks, the self-assessment information, children's observation, assessment and planning records, and documentation linked to managing children's progress.
- The inspector conducted a joint observation with the owner/manager.
- The inspector took into account the views of parents and carers spoken to on the day and written views provided.

Inspector
Julie Swann

Inspection findings

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

Managers and staff complete regular observations of children, which they record and store in children's individual files. They use this information to gain an accurate picture of each child's individual learning needs and interests. It helps them to assess and track the progress children make in their learning and development. This process helps to provide children with key skills in readiness for school. Managers and staff promote children's communication and language development at every opportunity. For example, they engaged children in conversation and showed a genuine interest as children recalled their experiences of visiting a farm. They are less alert, however, to promoting children's early mathematical skills as these arise naturally in play to help individual children's progress. Children often learn through using their senses. For example, children explored the differing textures of glue and paper as they put these onto balloons. This activity helped children to develop a range of skills including their coordination.

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

Children have established close bonds with their allocated 'special person.' These relationships lead to children gaining confidence. Managers and staff provide good opportunities for children to take part in valuable learning experiences in the local community. For example, they take children shopping to select and buy vegetables for their meal times. This means children develop good social skills and have some useful planned mathematical experiences. Managers and staff ensure children have daily access to the outdoor area, which means they benefit fully from fresh air. For example, two children delighted in racing each other as they rode wheeled toys, while other children happily made 'mud pies'. Children demonstrate a good awareness and understanding of personal hygiene as they follow thorough hygiene procedures with regard to hand washing before eating and after using the toilet. However, managers and staff do not always teach children to do things for themselves, such as using tissues.

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

Managers spend time in each room observing and checking staff practice and children's individual learning to make sure children make good progress. Managers use effective methods to improve teaching. Staff report that they feel well supported in their professional development through attending further training. Training has had a positive impact on children's development, such as in managing children's behaviour. Leaders have addressed the recommendation set at the previous inspection. This has led to better nappy changing practices. All these changes have helped maintain good standards.

Setting details

Unique reference number	EY406011
Local authority	Bath & NE Somerset
Inspection number	831440
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	41
Number of children on roll	63
Name of provider	Skool Kidz Childcare Limited
Date of previous inspection	2 September 2010
Telephone number	01225 339843

Mulberry Kidz Day Nursery registered in 2010. The nursery is situated in Bathampton, near Bath. It opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery employs 17 staff. Of these, 15 hold appropriate early years qualifications, including the manager. One member of staff holds Qualified Teacher Status. The nursery receives funding for children aged three and four to have some free early education.

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