

Mulberry Bush Nursery and Pre-School

Lidgett Lane, Leeds, West Yorkshire, LS8 1PL



Inspection date

30 October 2015

Previous inspection date

3 November 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- The quality of teaching is variable. Consequently, staff do not always effectively extend children's learning.
- Staff do not make use of all the information gathered through their observations to make precise assessments of children's progress or to plan effectively for the next steps in their learning and development.
- Staff do not use information gathered from parents to contribute to planning effectively for children's starting points in their learning and development.
- The environment is not monitored robustly to ensure that all aspects are maintained effectively.

It has the following strengths

- Staff provide a warm and welcoming environment. Children form good relationships with staff and behave well.
- Children move around the nursery freely and follow their interests to make sensible choices in their play.
- Disabled children and those with special educational needs are extremely well supported. Staff work in close partnership with professionals to meet children's needs.
- The new nursery manager knows what action is needed to improve the provision. Although in post for only a short while, she has begun to work with the senior management team to address weaknesses in the quality of what is offered to children.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ improve the quality of teaching and make sure that all children's development is promoted to a good level 	23/11/2015
<ul style="list-style-type: none"> ■ improve the system for using information gathered through observations to make precise assessments of children's progress, in order to plan accurately for their next steps in learning 	23/11/2015
<ul style="list-style-type: none"> ■ use information provided by parents about their child's learning to plan effectively for children's starting points in their learning and development. 	23/11/2015

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

- staff do not always maintain all aspects of the environment effectively.

Inspection activities

- The inspector had a tour of the setting and viewed both the indoor and outdoor learning environment.
- The inspector observed the quality of teaching in the three rooms and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the early years professional.
- The inspector held a meeting with the nursery manager, two senior managers and provider. She looked at relevant documentation, such as policies and procedures to safeguard children and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Angela Syson

Inspection findings

Effectiveness of the leadership and management requires improvement

Leaders and managers have a reasonable understanding of their responsibilities. Systems for evaluating what is working and what needs improving are developing. Managers take account of the views of staff, parents and children in their drive for improvement. An online programme has been introduced with the aim of improving the system for assessing children's progress. However, staff do not make use of information gathered from parents when children enter the nursery to accurately establish children's starting points. Additionally, staff do not make full use of observations to precisely record children's progress in all areas of learning. This means that next steps do not always provide a good level of challenge. Safeguarding is effective. Regular training ensures that staff understand child protection procedures and act appropriately to safeguard children. However, training is not focused sufficiently on improving teaching skills.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is inconsistent because staff do not always have sufficient knowledge and understanding of the seven areas of learning and development. Occasionally, staff do not give sufficient time for children to respond to questions, which prevents children from developing their thinking skills. Toddlers play with toys and explore the good range of learning resources. However, staff do not always include the next steps that have been identified, to progress children's learning and development, in children's play. Observations of children are not consistently linked to all relevant areas of learning. Where teaching practice is strong, staff skilfully help older children to develop their reading skills, for example, by discussing illustrations in books. During circle time, older children are supported to develop their language and mathematical skills through well-planned adult-led activities. Staff work in partnership with the special educational needs coordinator from the local authority. Consequently, disabled children and those with special educational needs have their needs assessed and particularly well met.

Personal development, behaviour and welfare require improvement

Occasionally, staff do not check the environment and report faults to management so that appropriate steps are taken to remedy them. Consequently, young children's health and welfare are not always fully supported. Babies' emotional well-being is supported well, they settle quickly as staff are attentive to their needs. Staff work in close partnership to meet the care needs of children. For example, staff follow parents chosen methods of weaning to ensure continuity between the home and setting. Staff set clear boundaries for children, which supports their good behaviour. Children have access to a range of resources and equipment which helps develop their physical skills.

Outcomes for children require improvement

All children, including disabled children and those with special educational needs, make steady progress from their starting points in the warm and familiar surroundings. Children have good independence skills. They are self-motivated, which helps them prepare for the next stage in their learning.

Setting details

Unique reference number	EY425119
Local authority	Leeds
Inspection number	852560
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	60
Number of children on roll	101
Name of provider	Primley Park Children's Nurseries Ltd
Date of previous inspection	3 November 2011
Telephone number	01132371797

Mulberry Bush Nursery and Pre-School was registered in 2011. It is one of four nurseries owned by Primley Park Children's Nurseries Ltd. The nursery employs 18 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 and 3, and one holds Early Years Professional status. The nursery opens from Monday to Friday, all year round, except for Christmas and bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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