

The Mulberry Bush at Casterton

Casterton Sedbergh Preparatory School, Casterton, Carnforth, LA6 2SG

Inspection date	25 January 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The leadership and management of the nursery are strong. Regular supervision is in place and training is available to support the ongoing professional development of staff. This helps to continuously drive forward the good quality of teaching in place.
- Children develop very secure emotional relationships with their key staff. They thrive in the caring environment the staff have created. Staff are deployed effectively and children are well supervised.
- Staff are highly qualified and they have an excellent understanding of how children learn and develop. They support children's learning very effectively and they make good progress in relation to their starting points.
- The indoor learning environment is bright, stimulating and highly engaging. Children have access to a wide range of interesting activities that help maintain their concentration and engage them in learning across all areas. Staff promote the next steps in children's learning very effectively and meet their individual development needs.
- Children benefit greatly from the extracurricular activities held in the host school. They attend French and music classes, go swimming and explore and investigate the natural habitat outside in the Forest School sessions.

It is not yet outstanding because:

- Partnerships with the other settings that some children attend are not fully established.
- Ways for parents to share their suggestions, views or opinions about the running of the nursery are not fully successful.

What the setting needs to do to improve further

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

- strengthen partnerships with all of the other settings children attend, ensure information is shared and children receive consistency and continuity in their learning and development
- build on the already good partnerships with parents to involve them more in the running of the nursery.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nominated person, who is also the manager. She looked at relevant documentation, such as, self-evaluation documents, policies and procedures, risk assessments 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

Carys Millican

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good knowledge and understanding of the safeguarding policy and procedures that are in place. The manager and staff are clear about the procedures to follow should an allegation be made against any member of staff or if they have any concerns regarding any child in their care. Staff complete a risk assessment for all the areas children use and they follow general safety procedures to keep them safe. The manager and staff closely monitor the environment and children's development. They swiftly identify and address any gaps in achievement for individual and different groups of children. They have excellent relationships with the host school that children move on to. Overall, self-evaluation is used well to assess the quality of the provision. This is supported by gathering suggestions from the staff and children attending the nursery.

Quality of teaching, learning and assessment is good

Staff carry out regular observations with precise and accurate assessments of children's learning. Their findings are used to plan for children's next steps in their learning. Staff watch what children enjoy doing and provide appropriate resources to maintain their attention and broaden their experiences even further. Adult-led activities also build on children's interests and staff skilfully extend the learning taking place through good questioning techniques. Communication and language skills are well promoted and children become confident communicators. Staff use positive praise to continuously motivate children. Colourful and fascinating displays help to celebrate children's achievements and promote discussions about difference and diversity. Staff help children develop their reading skills. Books are available in all play areas so children can access them freely. Children are well supported and engage in a wealth of activities across all seven areas of learning.

Personal development, behaviour and welfare are good

All children settle easily in their designated playrooms. Transition arrangements between rooms meet children's individual needs. Staff provide babies and younger children with good support by giving them cuddles. This all helps to support children's emotional well-being and sense of belonging. Staff help children to understand how to keep themselves safe. They remind younger children to hold the member of staff's hand when going up and down the stairs. Children enjoy nutritious, freshly prepared meals and snacks. Staff help children maintain a healthy lifestyle. They provide a well-balanced range of outdoor activities and linked resources that help promote children's physical development. Staff are very supportive in helping children to learn to share and take turns. They challenge children's behaviour effectively to help them understand the consequences of their actions.

Outcomes for children are good

Children are making good progress in their learning given their starting points. They develop independence and key skills in readiness for starting school.

Setting details

Unique reference number	EY481764
Local authority	Cumbria
Inspection number	991035
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	37
Number of children on roll	32
Name of provider	Claire Elizabeth Catherine Robinson
Date of previous inspection	Not applicable
Telephone number	01524 784322

The Mulberry Bush at Casterton was registered in 2014. The nursery employs six members of childcare staff who all hold appropriate early years qualifications at level 3 or above, including the manager with Qualified Teacher Status and Early Years Professional status. The nursery opens from Monday to Friday, for 51 weeks of the year. 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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