

Mulberry Bush Pre-School

Byron Primary School, St. Davids, Coulsdon, Surrey, CR5 2XE



Inspection date

29 April 2016

Previous inspection date

7 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Leaders have a secure understanding of their responsibilities and have made significant improvements since their last inspection. They have effective procedures for monitoring and supporting staff practice. For example, leaders provide staff with regular meetings and training. This promotes positive outcomes for children.
- The quality of teaching is good. Staff understand how to encourage children's learning and development. They use the information from their observations and assessments well and provide a wide range of stimulating activities to challenge children. Children make good progress in their learning and gain the skills they need for their move to school.
- Staff provide regular opportunities to involve parents in their children's learning. For example, they have daily discussions, regular meetings and provide 'home learning packs'. This helps parents to continue their children's learning at home.
- Children learn about healthy lifestyles. For example, staff provide healthy options at mealtimes and talk to them about why food is good for them. They provide daily opportunities for children to be physically active.

It is not yet outstanding because:

- Staff do not always form highly successful partnerships with all other settings that children attend to share a wide range of information about their learning.
- Staff miss opportunities to help children learn to do things for themselves and fully encourage their independence.

What the setting needs to do to improve further

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

- strengthen partnership working with all other settings that children attend to share a wide range of information and support their learning further
- increase opportunities for children to do things for themselves to fully extend their independence.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning and development.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She viewed a range of documentation including evidence of staff suitability checks and the children's development records.
- The inspector spoke to parents and children.

Inspector

Sarah Stephens

Inspection findings

Effectiveness of the leadership and management is good

Leaders have worked hard since the last inspection to overcome the weaknesses in the provision. They have an accurate awareness of the pre-school's strengths and areas for development. They use the views of parents and other professionals well in the evaluation process. This helps to improve the quality of the provision. Safeguarding is effective. Staff have a secure understanding of the child protection signs that would cause them concern about a child's welfare and know the processes to follow. Leaders and staff monitor children's progress well to help identify any gaps in development early and provide the appropriate support.

Quality of teaching, learning and assessment is good

Staff support children's literacy skills well. For example, they read to the children, encourage them to predict what happens next and take time to listen to their ideas. They talk about the character's feelings in the book to help promote their personal, social and emotional development. Staff help to develop children's mathematical skills, such as counting and using equipment to weigh. They extend children's communication and language development, such as asking questions to help them think for themselves and take their learning further. For instance, 'why have the scales gone down on one side?' Staff encourage children to explore and investigate, such as when they smell the jelly they use on the scales. This helps to keep children's motivation and interest in their learning.

Personal development, behaviour and welfare are good

Children form secure emotional attachments and positive relationships with staff. For example, they get to know children very well through home visits and settling-in sessions. Staff provide clear guidance to help children manage their own behaviour. For example, they get down on the children's level and encourage them to share and work together. These are important skills they need for their future learning. Staff provide a wide range of opportunities for children to learn about each other's backgrounds and diversity. For example, they encourage children to bring in toys and resources that relate to their different backgrounds. Children learn to keep themselves safe, such as practising regular emergency procedures and road safety.

Outcomes for children are good

Children make good progress and are ready for their next stage in learning, such as school. They are happy and enjoy their time at the pre-school. They are confident and talk about what they like to do, for example, they thoroughly enjoyed 'insect day'. They develop good physical skills, such as when they thread spaghetti through cereal and use equipment to tip and pour with control.

Setting details

Unique reference number	125007
Local authority	Croydon
Inspection number	1014941
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	2 - 8
Total number of places	50
Number of children on roll	74
Name of provider	The Mulberry Bush (Coulsdon) Ltd
Date of previous inspection	7 May 2015
Telephone number	020 8660 4180

The Mulberry Bush Pre-School registered in 2000. The pre-school is open each weekday during term time, from 8am until 6pm, throughout the year. There are 17 members of staff, of whom 15 hold appropriate early years qualifications to level 2 and above. This includes one member of staff who has Early Years Professional Status, two who have foundation degrees and 10 who hold qualifications at level 3.

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