

Mulberry Bush Day Nursery at St Edmunds

St. Edmunds, Norwich Common, WYMONDHAM, Norfolk, NR18 0SP



Inspection date

31 October 2016

Previous inspection date

24 June 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Secure partnerships with parents are maintained throughout children's time at the nursery. Staff build open and trusting relationships with parents and share important information with them in a variety of ways. Staff keep parents fully informed about children's progress and guide them on how to support children's learning at home.
- Staff have a secure knowledge of children's individual abilities. They plan stimulating activities for children which are closely matched to their needs. Children engage well in activities, often for prolonged periods, as they enjoy to explore and investigate.
- Children develop extremely high levels of independence from an early age. They are keen to complete small tasks, which they do so competently. Children prepare tables and chairs at snack time, and ensure equipment is clean and hygienic.
- Children accurately assess risk for themselves and identify how to manage and minimise risk in the outdoor area. They understand potential consequences, such as the possibility of falling if they climb too high. They wait for staff to supervise them before they attempt to climb, showing high levels of safety awareness and self-control.
- Children are enthusiastic and highly motivated to learn. They eagerly take on the challenges that staff give them.

It is not yet outstanding because:

- The management team's support and supervision for staff is not fully effective in helping staff to achieve teaching practice of the highest quality.

What the setting needs to do to improve further

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

- enhance the support given to staff to help and guide them to raise the quality of teaching to the highest level.

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 nursery's senior supervisor.
- The inspector held a meeting with the nursery management team. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector sampled a range of other documentation, including the learning and development records of children, the nursery's policies and procedures and risk assessments.
- The inspector spoke to children and a small number of parents during the inspection and took account of their views. She also took account of parents' views in their written testimonials.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management is good

The management team is enthusiastic and committed to providing high-quality childcare. They offer a nurturing and safe environment, where the well-being of children and their families is central to what they provide. The manager robustly reflects on provision and seeks the views of parents and her enthusiastic staff team. Her evaluation of practice secures ongoing improvements. These are further enhanced through the implementation of new ideas gained from training. For example, improvements have been made to the learning environment in the pre-school room. Staff are supported to access training and qualifications to enhance their knowledge. They demonstrate a secure understanding of how to promote children's learning. Safeguarding is effective. The management team has an in-depth knowledge of how to keep children safe from harm. Robust procedures are in place to ensure that any concerns about children's welfare are effectively managed.

Quality of teaching, learning and assessment is good

Staff make regular assessments of children and quickly identify if there are any concerns about their development. They act quickly to secure appropriate interventions so that children's learning potential is not compromised. Where children have additional needs, support plans are put in place and reviewed regularly to ensure they are effective and continue to meet children's needs. Children experience a wide range of interesting activities and are closely supported by staff. Babies enjoy the sensory feel of paint and begin to develop their language and physical skills and sense of space as they play. Older children think critically and problem solve as staff encourage them to work out how to dry a piece of large play equipment. Staff follow children's interests and build on their ideas. At snack time, staff give children time and space in an unhurried and calm atmosphere to practise their physical skills, such as how to use their knife to butter toast.

Personal development, behaviour and welfare are outstanding

Children form exceptionally close and secure bonds to staff, who provide high levels of emotional security for children. Transitions between rooms are extremely well managed and tailored to individual children's needs, to ensure the move is seamless. Older children learn to recognise feelings and emotions to help them to understand empathy and the value of others. They are kind to each other and have excellent social skills. Children behave extremely well and abide by staff's instructions. They are confident to remind staff of the rules, such as to roll up their sleeves when painting. Staff maintain high standards of hygiene. This is contributed to by children's expert knowledge of good hygiene procedures. Children experience an inspiring range of experiences to promote their understanding of the wider world. The role play area is transformed into a charity shop containing real-life objects to represent different people's life experiences.

Outcomes for children are good

All children develop high levels of self-confidence which contribute to their continued good progress. Where children have special educational needs, the targeted support they receive helps them to flourish and progress even quicker so they are able to catch up with their peers. This prepares them well for the next stage in their learning, such as school.

Setting details

Unique reference number	EY392719
Local authority	Norfolk
Inspection number	1065368
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	61
Number of children on roll	111
Name of registered person	Mulberry Bush Day Nursery (Wymondham) Ltd
Registered person unique reference number	RP528941
Date of previous inspection	24 June 2013
Telephone number	01953 603792

Mulberry Bush Day Nursery at St Edmunds was registered in 2009. The nursery employs 27 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above, including one with early years teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs and disabilities.

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