

The Mulberry Bush

47 Main Road, Uffington, STAMFORD, Lincolnshire, PE9 4SN



Inspection date

Previous inspection date

6 September 2016

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
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:

- Children do not have sufficient opportunities for energetic play. Staff do not plan additional experiences to overcome the limited outdoor space and children are not able to hone their physical skills in activities, such as running, jumping and climbing.
- The manager does not ensure that staff have a strong understanding of how the younger children learn. Staff do not always follow children's interest or effectively promote babies' and toddlers exploratory and sensory skills. At times, staff's expectations of younger children's abilities are not realistic.
- Staff do not encourage children to be independent or make decisions for themselves, such as choosing and pouring their colours of paint or chopping and peeling a banana during snack time.

It has the following strengths

- The well-qualified manager takes the lead role in working with other professionals involved in individual children's care and learning. She provides targeted support for children and families who need it most.
- The manager and the staff build strong relationships with parents and this ensures effective continuity of care for children.
- Staff follow suitable procedures to reduce the spread of infection. Children learn the importance of good hygiene routines, such as handwashing.
- Children in receipt of funding make progress in their learning and are prepared for school. They are involved and concentrate for extended periods of time.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ ensure that outdoor activities are planned and taken on a daily basis and take account of children's need to develop their physical coordination, large movements skills and partake in vigorous activity	20/09/2016
■ provide effective support to help staff in developing their teaching skills and setting realistic expectations when planning for the learning of younger children.	20/09/2016

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

- provide more opportunities for children to develop their independence and decision-making skills.

Inspection activities

- The inspector had a tour of the premises with the manager, both indoors and outside.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation of an activity with a senior member of staff inside.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager.
- The inspector viewed children's records, evidence of staff suitability and a range of other documentation, including the nursery's self-evaluation, policies and the procedures to safeguard children.
- The inspector took into account the views of parents and carers spoken to on the day of inspection.

Inspector

Marie Walker

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. All staff undergo enhanced Disclosure and Barring Service checks before working with children. The manager and staff have a sound understanding of their responsibilities to safeguard children. They know how to proceed if they have concerns about a child's welfare. Furthermore, the manager is aware of her duty to notify Ofsted about any significant events or changes to the provision. Staff supervision meetings are conducted although targets for further development to improve practice are not consistently completed. The manager does not monitor staff performance closely enough to address the variances in teaching.

Quality of teaching, learning and assessment requires improvement

Children eagerly contribute to an interactive story session and join in with repeated refrains. This promotes children's listening and attention. The story connects nicely to the monthly topic of 'All about me'. Following the story, the member of staff asks some probing questions to provoke a purposeful discussion about children and their families. For example, they are asked to talk about who lives in their home and this gives children the opportunity to talk in a small group to build their self-confidence. However, staff do not always differentiate their teaching to cater for children's varying levels of ability. For example, staff expect children to find their name on the board to self-register for snack time. While this helps the older children to develop necessary early reading skills, the process is too challenging for the younger children, particularly the two-year-olds. Furthermore, babies and toddlers are not always provided with high-quality interactions. Members of staff do not provide sufficient language to fully support their play, such as offering a running commentary on their actions.

Personal development, behaviour and welfare require improvement

The manager has recently developed a way of obtaining children's starting points on entry. This helps staff to immediately assess children's level of development and provides some information for the manager to use to track the progress children are making. Staff work closely with parents to help children settle into the nursery and subsequently develop trusting relationships. The key-person system is effective. Staff support children's good behaviour. They encourage children to manage their feelings, share and take turns. However, children do not have enough opportunities for energetic play. Children enjoy a range of balanced and nutritious meals that is prepared in line with parents' wishes and preferences. Children's specific dietary needs are followed to promote their good health.

Outcomes for children require improvement

Children who have intervention programmes in place are provided with focused support to ensure any gaps in development are narrowing. However, some children do not always receive the appropriate level of challenge to help them make the best possible progress in their learning.

Setting details

Unique reference number	EY483804
Local authority	Lincolnshire
Inspection number	997438
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 - 11
Total number of places	60
Number of children on roll	39
Name of registered person	Byrd Associates Limited
Registered person unique reference number	RP525046
Date of previous inspection	Not applicable
Telephone number	01780 755 322

The Mulberry Bush was registered in 2014. The nursery employs 10 members of childcare staff, of whom nine hold appropriate early years qualifications ranging from level 3 to level 5. The manager has early years professional status. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children.

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