

Mulberry Bush Day Nursery

15 Glencoe Street, Hull, HU3 6HR



Inspection date

20 January 2017

Previous inspection date

25 July 2013

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:

- Management and staff do not have a good enough understanding of hazards to young children's health.
- Staff do not gain enough detail about children's stage of development when they first start the nursery to help them plan precisely for children's future learning.
- Staff have not yet considered further innovative ways to support children who speak English as an additional language.
- The process for the monitoring of staff practice has not been fully established to ensure that improvement to the quality of teaching is sustained and ongoing.
- Methods for parents to contribute to the nursery's evaluation of practice, so they can give their ideas for future developments, are not highly effective.
- Older children are not always given enough opportunities to develop their independence.

It has the following strengths

- Staff have developed appropriate partnerships with local schools. This approach to children's learning helps them to ensure children's individual needs are met.
- Staff are friendly and approachable. They interact well with children and use effective communication skills to support them in their activities.
- Staff are nearby to encourage children to have a go and to keep trying during activities. This helps to motivate children in their play.

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 risk assessments cover all aspects of the environment and include details of how risks will be reduced or managed if they cannot be removed, with specific regards to damp and mould in the baby room and the pre-school toilets	17/02/2017
■ obtain more detailed information from parents about their children's capabilities on entry to the setting to inform precise initial assessments and promote more rapid progress from the outset.	17/02/2017

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

- strengthen ways to support children who speak English as an additional language
- strengthen the systems for monitoring staff performance and improving staff's skills and knowledge so that children receive the best teaching possible
- improve systems for gathering and acting upon the suggestions and ideas of parents
- enhance opportunities for children to further support their growing independence.

Inspection activities

- This inspection was carried out as a result of a risk assessment, following information Ofsted received about the provider.
- 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 with the nursery manager.
- The inspector held a meeting with the nursery manager and the deputy manager. She looked at evidence of the suitability of staff working in the nursery.
- The inspector viewed all areas of the premises used by children.
- The inspector engaged in discussions with the staff and children throughout the inspection at appropriate times.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector discussed the nursery's self-evaluation and the impact this has on the setting.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Kerry Holder

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Staff know the procedures to follow if they have any concerns about children's welfare in their care. Recruitment procedures for induction and vetting and assessing the suitability of staff are in place. This generally helps to ensure staff understand their roles and responsibilities. However, although staff carry out daily assessments of risks, these do not effectively identify all risks. For example, the baby room and the pre-school room have areas of damp and mould. This poses a risk to children's health and well-being. Staff follow a strict procedure with regards to the administration of medication, which parents are fully informed about. Staff are aware of children's individual dietary needs and any medical concerns. Staff are deployed appropriately within the nursery and ratios are consistently met to ensure that children are safe and supervised appropriately. Staff have undertaken training and supervisions take place. However, management does not adequately focus on the effectiveness of staff's practice to strengthen the quality of practice in the setting. The systems for self-evaluation are not yet fully developed to clearly demonstrate how further improvements will be achieved. For example, management does not routinely seek the views of parents in their drive for improvement to raise the quality of practice.

Quality of teaching, learning and assessment requires improvement

Staff are well qualified and teaching is generally adequate. However, staff have not fully established systems to support children who speak English as an additional language, which does not support this group of children to make good progress. Staff observe children as they play and regularly monitor their development. However, the information staff obtain from parents on entry does not include sufficient detail to help them plan precisely for children's learning from the start.

Personal development, behaviour and welfare require improvement

Staff provide children with nutritious snacks and meals. This helps children to learn about the importance of a healthy diet and lifestyle. Children show an understanding of good hygiene practices, such as washing their hands before eating. However, staff do not make best use of opportunities to help older children to extend their independence skills. The nursery implements an appropriate key-person system which helps children to develop positive relationships and feel emotionally secure. Children have daily opportunities to develop their physical skills. They play in the outdoor area and take part in activities to help develop their hand-to-eye coordination.

Outcomes for children require improvement

Children do not yet make good progress, especially those who speak English as an additional language. Children do however, demonstrate that they are confident and happy. They join in with a variety of activities. For example, children concentrate well and develop their critical-thinking skills as they build constructions from bricks. Children learn some of the skills to prepare them for school. For example, they put letters in order to spell out their names.

Setting details

Unique reference number	EY404677
Local authority	Kingston upon Hull
Inspection number	1082543
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 8
Total number of places	38
Number of children on roll	53
Name of registered person	Mulberry Bush Child Care Services Ltd
Registered person unique reference number	RP905730
Date of previous inspection	25 July 2013
Telephone number	01482 501 098

Mulberry Bush Day Nursery was registered in 2010. The nursery employs 12 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including the deputy manager who has early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 6.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

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