

# The Mulberry Bush

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



## Inspection date

17 March 2017

Previous inspection date

6 September 2016

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>			
	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

- An effective key-person system means that staff get to know children and their families very well. Staff are kind and loving and show true affection for the children in their care. Babies form very close bonds with the adults that care for them.
- Staff quickly identify those children who require additional support in their learning and implement a focused teaching approach. Partnership working with other professionals is very well established and used effectively to support children with additional needs.
- Staff know the children well and demonstrate good knowledge of their individual personalities. Good quality observations and accurate assessment helps staff to plan interesting and motivating activities that children enjoy.
- The positive relationships formed with families is a real strength of the nursery. Parents are involved in their children's learning. They are invited into the nursery to share their knowledge. For example, they talk about and demonstrate their roles as a hairdresser and nurse.
- The manager and staff have quickly addressed the actions and recommendations raised at the last inspection. Planning systems have been revised and children have further opportunities for large-physical play. There is an ongoing commitment to raising standards and ensuring children benefit from a consistently evolving nursery.

### It is not yet outstanding because:

- The outdoor area does not yet provide an environment that consistently enhances play across a broad range of activities, that helps to fully promote the learning of children who prefer to learn outside.

## What the setting needs to do to improve further

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

- focus more precisely on plans to support the learning of those children who prefer to learn outdoors.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Carly Mooney

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff demonstrate a confident understanding about how to report their concerns to the appropriate authorities. Recruitment is robust and ongoing suitability is regularly assessed. Professional development of all staff is supported well and their training needs met. The manager demonstrates good capacity for improvement. Regular supervisions and appraisals are also used as part of the ongoing reflection of the setting and its needs. She regularly monitors the performance of staff and the success of the educational programmes. Staff work extremely well together. They participate in peer observations to help further enhance their practice. Effective relationships are in place with the local school to help children prepare for moving on in their education. Parents feel that staff are friendly, give great advice and are always helpful.

### Quality of teaching, learning and assessment is good

Staff provide close support during activities and children welcome the interaction in their play. Babies are encouraged to explore their environment. They pick up sand and watch it intently as it trickles through their fingers. Babies smile as they suddenly notice their reflection in a mirror. On occasions, older children use counters to vote on specific toys they would like to play with. Staff encourage them to count each group of counters and think about which toy has the most. Children spend time in the local community. They take walks in the village and visit the newly born lambs on the local farm. Children use their imagination. In the garden, they bury stones in bark and pretend they are bird's eggs in a nest. Constant discussions with parents ensures they are aware of their children's progress and areas for development.

### Personal development, behaviour and welfare are good

A welcoming and friendly atmosphere greets all children and their families. There is a good appreciation for the diverse backgrounds of the children who attend, which effectively promotes children's well-being. Children are happy, settled and behave well. They enjoy the company of staff. Babies spend time with older children, which helps them to form close relationships and supports a smooth transition when they leave the baby room. Older children learn to become independent. They take care of their own self-care needs, such as toileting and dressing themselves for outdoor play. They spread crackers with butter at snack time and pour their own drinks. Children are physically active. They confidently tackle a challenging obstacle course and spend regular time at the park. The premises are safe and secure and children are well supervised at all times.

### Outcomes for children are good

Children are making good progress and learning key skills in preparation for their next stage in their education. Additional funding is used well to purchase specific resources to promote targeted children's ongoing progress. Children are confident and have developed close friendships with their peers, seeking each other out to hold hands as they enter the nursery from the garden. Children learn to recognise their name and show a good appreciation of books and favourite stories.

## Setting details

<b>Unique reference number</b>	EY483804
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1073373
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	60
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Byrd Associates Limited
<b>Registered person unique reference number</b>	RP525046
<b>Date of previous inspection</b>	6 September 2016
<b>Telephone number</b>	01780 755 322

The Mulberry Bush was registered in 2014. The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 4 to 6, including the manager who holds early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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