

Mulberry Kidz Day Nursery

Mulberry House, High Street, Bathampton, Bath, BA2 6SY



Inspection date

18 October 2017

Previous inspection date

28 May 2015

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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children have good opportunities to learn outside and make discoveries for themselves. They use natural materials in their imaginative play as they cook dinner in the mud kitchen, for example. They play enthusiastically and share well, such as making sure their friend has a car to play with too.
- Children of all ages make good progress, particularly in their social, physical and communication development. Older children recognise small numbers of objects and enjoy retelling favourite stories. The youngest children discover how balls roll down a slope.
- Staff accurately assess children's development and report it to parents. Key persons ensure they plan activities to promote the next steps in children's learning. Staff follow children's interests and requests for what to do next. They sensitively encourage and challenge children to try, helping them balance on equipment, for example.
- Leaders accurately evaluate the quality of the teaching and are ambitious to continually improve. They have made positive changes to meet recommendations set at the previous inspection and use other advice well to improve their resources and provision.

It is not yet outstanding because:

- Staff are not as proactive as they might be in strengthening partnership working so that all parents are fully involved in their children's learning and development.
- The planning and organisation of activities do not fully involve children in highly purposeful play and learning all the time.

What the setting needs to do to improve further

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

- review and improve the planning and organisation of activities so that children are involved in highly purposeful play and learning at all times
- build on the successful partnership with parents to engage them more consistently in children's learning.

Inspection activities

- The inspector observed teaching and learning indoors and outdoors.
- The inspector spoke to children and staff.
- The inspector carried out a joint observation of teaching and learning with the manager.
- The inspector sampled necessary policies and documents relating to safety and safeguarding and had a meeting with the owner and manager.
- The inspector took account of the views of parents spoken to on the day of inspection and parents' views received via emails.

Inspector

Janet Dinsmore

Inspection findings

Effectiveness of the leadership and management is good

Leaders make sure that the well-trained staff continue to improve their teaching skills. For example, following recent forest school training they have improved outdoor learning, including the resources and range of activities available to children outside. Leaders continually review the risk assessments so that children are safe. Safeguarding is effective. Staff know exactly what to look out for and whom to report to if they have any concerns. Leaders work closely with the whole staff team to review practice, so all aspects continually improve. A recent audit of the baby room has resulted in redesign and resourcing to improve learning for the youngest children. The manager monitors children's progress well to identify and close any emerging gaps in their learning.

Quality of teaching, learning and assessment is good

Staff engage children effectively in imaginative play. They question younger children about what they might need to make meals or repair vehicles, for example. Staff tell traditional stories well, introducing size and shape and enabling children to understand the consequences of actions. Children use stories in their play and all ages enjoy reading the books they choose. Staff encourage children to make their own resources, such as play money from dough. Staff plan activities that develop children's mathematical skills. For example, children count with confidence and quickly identify how many spots there are on a dinosaur. Staff use children's interests well to help them learn a range of skills and explore rhyme and alliteration when learning to 'jump like a joey' or 'slither like a snake', for example. Staff extend children's play well. For example, as children cook pretend biscuits, staff provide the ingredients to make and cook real gingerbread for their tea. Staff enable babies to explore a wide variety of materials, indoors and outdoors.

Personal development, behaviour and welfare are good

Children put on their own coats and boots and cut up their own fruit. They estimate food portions well and help themselves. Parents say that staff have helped their children to eat a wider variety of healthy foods. The youngest children use tissues for themselves and know that they need to pull their sleeves up to wash their hands. Staff keep parents fully informed of every detail of their children's care. Staff follow babies' home routines so that they feel secure. Staff model high-quality relationships and parents particularly value how well the staff know their children and support their development. Older children, who attend the breakfast and after-school club, say there are interesting things to do.

Outcomes for children are good

Older children are well prepared for school. They identify shapes, predict what will happen next in stories and know that water will flow out of a sieve because it has holes. Younger children make marks and say that they represent a shark, for example. They count the wheels on a vehicle. Babies learn to walk and explore outside, eagerly passing balls, exploring textures and making marks with chalk, for example.

Setting details

Unique reference number	EY406011
Local authority	Bath & NE Somerset
Inspection number	1094204
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 - 8
Total number of places	41
Number of children on roll	49
Name of registered person	Skool Kidz Childcare Limited
Registered person unique reference number	RP901343
Date of previous inspection	28 May 2015
Telephone number	01225 339843

Mulberry Kidz Day Nursery registered in 2010. The nursery is situated in Bathampton, near Bath. It opens from Monday to Friday from 7.30am until 6pm all year round. School-aged children are taken to and collected from the local primary school to attend the breakfast and after-school club. The nursery employs 12 staff. Most of these staff hold appropriate early years qualifications from level 2 to level 6. The nursery receives funding to provide free early years education for two-, three- and four-year old children.

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