

Mulberry Bush Day Nursery

15 Glencoe Street, Hull, HU3 6HR



Inspection date

20 December 2017

Previous inspection date

20 January 2017

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The manager evaluates the quality of the service well. She considers the views of parents and the needs of children in the care of the nursery to address priorities for future development. This helps her to make continual improvements.
- Children's communication and language skills are supported well. Staff engage them in meaningful conversations about what they are doing and encourage them to share their home experiences.
- Children develop strong bonds with their key person and other staff. They are keen to share their learning experiences and go to staff when they require reassurance or support. Staff foster children's emotional well-being effectively.
- The nursery cook provides nutritious homemade meals and drinks. This helps children to develop a good understanding about a healthy lifestyle.
- Staff develop effective partnerships with parents and keep them well informed of their child's progress. Staff work well with parents to support children's learning at home.

It is not yet outstanding because:

- Occasionally, boys are not sufficiently challenged in their learning to help ensure they achieve to the highest level of their abilities.
- Staff do not always organise large-group activities well to fully support children's learning. Sometimes, the activities are lengthy and not matched to each child's stage of development. This results in the children losing interest.

What the setting needs to do to improve further

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

- provide even more challenge for boys to help ensure they achieve to the highest level of their abilities
- improve the organisation of large-group activities so that all children are challenged appropriately, according to their stages of development.

Inspection activities

- The inspector observed activities and routines, and spoke to staff and children during the day. She observed outdoor play and learning.
- The inspector and manager undertook a joint observation of a group activity and held discussions about children's learning.
- The inspector sampled a range of documentation, including records of staff's suitability checks, accident and incident records, and paediatric first-aid qualifications.
- The inspector spoke to parents about their views of the provision.
- The inspector held a meeting with the manager and deputy manager.

Inspector

Rachael Barrett

Inspection findings

Effectiveness of the leadership and management is good

Managers and staff have a good understanding of how to deal with concerns about a child's welfare, including the agencies they must report these to. The nursery is kept safe and secure through daily risk assessments and checks. Safeguarding is effective. There are effective systems for the supervision of staff. These help to ensure that staff continue to be suitable to work with children. The manager and staff continuously evaluate all aspects of the provision to drive improvement. For example, since the last inspection, the environment has improved considerably. It is spacious, stimulating and very well resourced. The manager monitors staff practice and identifies suitable training to develop their knowledge and skills. Staff recently attended training which has developed their knowledge and understanding of linking letters to sounds and supporting children's early literacy skills.

Quality of teaching, learning and assessment is good

Staff accurately assess children's individual starting points and build on these through their teaching. For example, they gather relevant information from parents during settling-in visits and through their ongoing observations of children's play. Overall, staff plan and provide a wide range of stimulating activities that promote children's curiosity to learn. Staff provide children with opportunities to use their imagination during creative play effectively. For example, older children create a dinosaur house using large blocks and natural resources. Babies learn through their senses and their natural curiosity to investigate. They explore natural objects which they squeeze, rub, bang, and shake at leisure. Staff maintain effective links with local schools and outside agencies. They work with others to implement effective plans for children who have special educational needs and/or disabilities, and those who speak English as an additional language.

Personal development, behaviour and welfare are good

Staff provide consistent personal care and flexible routines for babies. Staff meet children's individual needs effectively and know when babies are hungry or tired. Staff give children opportunities to do things for themselves, such as feeding. Children have access to a well-resourced outdoor play area where they enjoy fresh air and regular exercise. Children interact confidently with staff and their peers. They demonstrate good manners and social skills. Children behave well in the calm and welcoming environment.

Outcomes for children are good

All children make good progress from their initial starting points. They explore many different activities and resources which help them to develop the skills and knowledge they need to make the effective transition on to school. Older children learn to count and to recognise and write their own names. Children develop their independence skills, such as pouring drinks and using tools to select and serve food. Babies develop their physical skills as they turn the pages of books and handle resources that make a noise. The manager uses additional funding effectively to improve outcomes for all children.

Setting details

Unique reference number	EY404677
Local authority	Kingston upon Hull
Inspection number	1083922
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 8
Total number of places	49
Number of children on roll	43
Name of registered person	Mulberry Bush Child Care Services Ltd
Registered person unique reference number	RP905730
Date of previous inspection	20 January 2017
Telephone number	01482 501 098

Mulberry Bush Day Nursery registered in 2010. The nursery employs 11 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.

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