

The Mulberry Bush Bitterne Park

Witts Hill, Southampton, Hampshire SO18 4QG



Inspection date	18 October 2018
Previous inspection date	Not applicable

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

The provision requires improvement. It is not yet good because:

- Leaders do not successfully monitor staff's teaching skills to ensure that the quality is consistently good. Consequently teaching across the team is variable. Not all staff have a secure knowledge of how to plan effective adult-led activities and to successfully build on what each child knows and can do.
- The key-person system in the baby room is disorganised. Staff do not have clear understanding of their role and as a result children experience a haphazard approach to their day-to-day care and learning.
- Self-evaluation is not accurate and does not involve all of the staff team in the vision of the nursery.

It has the following strengths

- Overall a welcoming and stimulating play environment is provided with rich and inviting play spaces to encourage children to participate and learn. Children particularly relish playing outdoors and there is strong focus on children's physical development and being healthy.
- Staff have a good knowledge of special educational needs and identify children who are below expected levels of development. They work well with other agencies to support children's specific needs.
- Partnership with parents is strong. A thriving parent committee is involved in the management of the nursery and parents receive regular information on children's progress. Staff provide families with resources to help the children learn at home.

What the setting needs to do to improve further

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

	Due date
ensure teaching is closely monitored by management to identify strengths and areas for improvement for individual staff	23/11/2018
improve the quality of teaching and the planning of adult-led activities to ensure children receive a consistently good level of challenge which precisely matches their learning needs	23/11/2018
develop staff understanding of the role of the key person to help ensure that every child's care is tailored to their needs, helps them become familiar with the setting and offers a settled relationship for each child.	23/11/2018

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

- develop self-evaluation processes to more effectively identify breaches in requirements, areas for improvement and the strengths of setting.

Inspection activities

- The inspector took account of the views of parents spoken to on the day.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with the manager and leadership team and looked at relevant documentation.
- The inspector observed children's play and learning activities inside and outside, and talked to children.

Inspector

Loraine Wardlaw

Inspection findings

Effectiveness of leadership and management requires improvement

The leaders are working on forming their new nursery team through clear recruitment and vetting procedures. They induct new staff appropriately and have methods to ensure they receive coaching and training for their individual roles. However, the leaders' evaluation of the quality of the provision is not strong enough to precisely identify what needs to improve, such as the key-person system. Additionally, the system to monitor the staff's teaching is not fully effective. Safeguarding is effective. Staff receive training to understand their role to protect children, including wider aspects of safeguarding, such as being influenced by extreme views. The provider has established some links with the local school and actively engages with agencies who support children who have special educational needs.

Quality of teaching, learning and assessment requires improvement

The staff's teaching practice in the pre-school and baby room is not consistently good because some staff lack the skills to support children effectively. The planning of activities does not consistently offer sufficient challenge or precisely target next steps in learning to help children make faster progress. However, staff across the nursery provide children with a highly exciting learning environment. Children enjoy making their own play choices, and older children often choose to learn outside, such as when they practise their early writing skills on the easel. Staff in the toddler room tune into children's needs well and provide focused support, particularly when modelling vocabulary and language. They have specific plans for children who are not achieving as well as others and weave these into their practice well.

Personal development, behaviour and welfare require improvement

The leaders do not ensure that the key-person system in the baby room is effective to help children develop settled, nurturing relationships and to successfully build on their learning. Children's personal care routines are carried out by a variety of staff and although caring, they have a fragmented knowledge of each child. All children love the innovative outside spaces and gain fresh air and exercise each day. They enjoy home-cooked meals and nutritious snacks. There is a strong focus by the on-site chef and staff to keep children safe who have known allergies. The staff supervise children appropriately and the manager has a clear system to ensure ratios are met. Children behave well and show a keen attitude to learning. Staff help children to gain an understanding of people in the wider world, through a wide range of resources, specific activities and topics based on their interests, such as transport.

Outcomes for children require improvement

Children enjoy their time at the nursery but not all make the best possible progress. They learn some skills to prepare them for school, such as recognising their names or using scissors. Children show independence in their self-care skills, such as when they use the toilet or serve their own food at lunchtime. Two-year-old children happily join in with older children's games outdoors, as they share the same space. Older children develop harmonious relationships with friends.

Setting details

Unique reference number	EY558049
Local authority	Southampton
Inspection number	10081508
Type of provision	Full day care
Registers	Early Years Register
Day care type	
Age range of children	0 - 5
Total number of places	98
Number of children on roll	100
Name of registered person	TMB Day Nurseries Limited
Registered person unique reference number	RP902423
Date of previous inspection	Not applicable
Telephone number	01489583130

The Mulberry Bush Bitterne Park registered in 2018. It is one of two nurseries owned by TMB Day Nurseries Limited. The nursery is open from 7.30am to 6pm, Monday to Friday, throughout the year. There are 16 staff employed to work with the children, 13 of whom hold relevant qualifications at level 2 or above. The manager holds early years professional status.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

