

Mulberry Bush Pre-School



New Testament Church of God, Briar Road, Romford, Essex RM3 8AH

Inspection date	5 November 2018
Previous inspection date	3 May 2016

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

The provision is good

- The manager has a robust system in place to monitor children's progress. This enables her to identify gaps in children's learning and put specific strategies in place to improve children's development. This helps all children make positive progress towards their early learning goals.
- Staff provide opportunities for children to hear their home language at pre-school. For instance, parents are invited to read bilingual books to children in their home language and in English. This contributes to promoting early literacy skills for all children.
- Staff are extremely caring and responsive to children's needs. Children who feel anxious can rest in a calm space, use a visual timetable to plan their next activity and use picture cards to help explain their emotions. This helps children to manage their feelings and feel secure in their surroundings.
- The manager is passionate about enabling children to make their own choices and encourages staff to support children's ideas thoroughly. Children confidently make suggestions to change activities. This helps children to develop the social skills needed for their next stage of learning.

It is not yet outstanding because:

- Staff do not consistently provide opportunities for children to build on their knowledge of the world and their local community.
- The manager has not implemented plans fully to help staff identify areas for improvement in their own practice, to raise the quality of teaching to the highest level.

What the setting needs to do to improve further

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

- provide further opportunities for children to build on their knowledge of the world and their local community
- build on current arrangements to help staff identify areas for improvement in their own practice, to raise the quality of teaching to the highest level.

Inspection activities

- The inspector spoke with children, the manager, staff and parents at appropriate times during the inspection.
- The inspector observed activities, play and interactions between staff and children.
- The inspector and manager carried out a joint observation of a focused activity.
- The inspector read relevant documentation, including policies and procedures, training certificates, planning and children's learning records.

Inspector

Leanne Stranger

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff have a secure knowledge of the signs of potential abuse, and know the policies and procedures to follow if they have concerns about a child's welfare. Overall, an effective programme of professional development is in place to enhance practice. Staff attend training to support children who have special educational needs and/or disabilities. Staff share their knowledge with the team and provide specific activities to improve children's communication skills effectively. The manager works in partnership with other professionals to deliver a continuity of care between home and pre-school. For example, staff implement strategies suggested by paediatricians to support children's health needs fully. The manager is reflective and evaluates the pre-school accurately to drive improvement. She uses additional funding effectively, such as to deliver sessions from an external provider and to challenge children's physical development well.

Quality of teaching, learning and assessment is good

Staff complete detailed observations and ongoing assessments to identify children's interests and plan for their next steps effectively. Staff have secure knowledge of the early years and provide engaging activities. For example, staff build on children's interest in a book, to encourage them to weigh vegetables and talk about how frozen peas feel as they defrost. This successfully helps to extend children's language skills. Children develop their large physical skills well, for instance, they roll large tyres along the garden and try to catch them before they fall. Staff challenge gender stereotypes effectively. For example, this is seen when boys roar and stomp dinosaurs through mud, then gently place them in a buggy, to take them for a walk so they can sleep.

Personal development, behaviour and welfare are good

Staff involve parents successfully in helping children to understand why it is important to make healthy choices. For example, staff give parents 'lunch box ideas' and give children certificates for trying new fruits and vegetables. Children develop good self-care skills. This is seen when children pour drinks from jugs, feed themselves and put on their own coats independently. Staff help children skilfully to develop confidence and build their self-esteem. For example, staff become the audience for the children's impromptu magic show and children proudly bow after their performance. Staff are excellent role models. They remind children of the rules, and children respond by displaying kind and positive behaviour towards one another. Staff provide an engaging environment, full of stimulating resources and activities. For example, children enjoy exploring the soil and herbs in the mud kitchen and throwing powder paints in the rain.

Outcomes for children are good

Young children enjoy developing their hand-to-eye coordination as they trace their fingers and pens around stencils. This helps children develop early writing skills for future learning. Older children acquire good skills to support their mathematical development, in readiness for school. For example, they fully engage in focused group activities involving tally charts, dominos and clocks to learn about numbers successfully. Children are eager to learn and make good progress from their starting points.

Setting details

Unique reference number	EY478431
Local authority	Havering
Inspection number	10063501
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	30
Number of children on roll	25
Name of registered person	Humphries, Dawn Elizabeth Anne
Registered person unique reference number	RP907150
Date of previous inspection	3 May 2016
Telephone number	07599290454

Mulberry Bush Pre-School registered in 2014. It operates in Harold Hill, in the London Borough of Havering. The pre-school opens each weekday from 8.30am to 2.30pm, term time only. It currently employs six members of staff. Two members of staff hold qualifications at level 6, one is a qualified teacher and one is qualified in health and social care. All other staff members hold relevant childcare qualifications at level 3.

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