

Inspection of Mulberry Bush Pre-School - Collier Row

North Romford Community Centre, Clockhouse Lane, Romford, Essex RM5 3QJ

Inspection date: 21 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and secure. They have excellent relationships with key persons and turn to them for comfort and cuddles. This helps to reassure them. Children mirror the kindness of staff in their interactions with their peers. They put arms around their friends when something has not worked out well and show genuine compassion for one another's well-being. Children have a clear understanding of the rules and know the expectations for their behaviour. They respond to positive reinforcement cheerfully. Staff know children well and overall, have high expectations for them. They organise a curriculum that focuses on children's interests to help motivate them to learn. However, their new planning format is in very early stages and sometimes staff miss opportunities to enhance children's learning at the highest level. Staff work closely with external services, such as speech and language therapists, to help develop effective programmes of support for children with special educational needs and/or disabilities (SEND). This helps children who require additional support to thrive within the setting. Effective parent partnerships continued during the COVID-19 (coronavirus) pandemic. The manager shared information, ideas and home-learning sessions through a closed social media format and regular online video calls. This helped to maintain communication and build a continuity of care and learning between home and pre-school. This contributed to easing settling-in procedures, when children returned.

What does the early years setting do well and what does it need to do better?

- Staff promote a love of reading and build on children's enthusiasm to explore books well. They support children to use puppets, consider characters, retell, and create their own stories. This helps children to develop their imaginative skills and improve their communication and language skills successfully.
- Children develop excellent skills to help them manage their own needs independently. For example, staff encourage younger children to zip up their own coats and pull on their wellington boots before accessing the outdoor space. Older children master using cutlery correctly and safely, to prepare fruits for a smoothie-making activity. They listen intently to instructions and are well-prepared for their move onto school.
- Staff promote children's well-being and support making healthy choices successfully. They talk to children about healthy food and drink, and the positive effects of physical exercise on their bodies. Children enjoy engaging in yoga and dance sessions. They access the outdoor space using their bodies to climb equipment and navigate the space around them confidently. Children develop good physical skills.
- The manager uses supervision meetings to help staff identify areas to enhance their skills and knowledge. An effective programme of professional development is in place, to help staff to access further training, such as specific SEND

courses. Staff build on their understanding of how best to identify gaps in children's learning and develop strategies to support them. This has a positive impact for children who require additional support and the progress they make.

- Children talk to staff, their peers and the inspector confidently. They ask thoughtful questions, consider one another's feelings, make suggestions for songs they would like to sing and request activities such as 'dough disco'. Staff build on children's ideas with enthusiasm and use this to contribute to planning. Children understand that their voice and opinions matter and are valid. This helps build excellent self-confidence.
- The manager and staff are knowledgeable about the early years foundation stage. This helps them to deliver a well-thought-out curriculum overall. Staff engage children in meaningful conversations and use photographs to support children to recall previous learning experiences. This helps children to remember what they learn. Staff build on this knowledge well.
- Overall, self-evaluation is effective and the manager involves staff, parents and children in reflecting on practice to identify areas for improvement. For example, the manager has recently implemented a new system for planning. There is a clear ethos of following children's lead and staff share this vision. However, the manager does not consistently ensure that staff plan precise next steps to challenge every child to achieve the highest possible level in their learning.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers follow safe recruitment procedures to ensure the suitability of those working with children. Staff have a secure understanding of safeguarding. They are able to recognise the signs of potential abuse and are alert to signs that a child may be at risk of extreme views and behaviours. They know the correct procedures to follow to escalate concerns regarding a child's welfare and understand the importance of documenting concerns precisely. Effective procedures are in place to monitor accidents and incidents, and to assess risk. This helps staff provide a safe environment for children in their care.

What does the setting need to do to improve?

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

- embed plans to further improve how staff identify clear and precise next steps, to raise the quality of teaching and learning to the highest level.

Setting details

Unique reference number	EY561259
Local authority	Havering
Inspection number	10194150
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	22
Number of children on roll	35
Name of registered person	Humphries, Dawn Elizabeth Anne
Registered person unique reference number	RP907150
Telephone number	07494 175655
Date of previous inspection	Not applicable

Information about this early years setting

Mulberry Bush Pre- School registered in 2018. It operates in Collier Row in the London Borough of Havering. The pre-school opens each weekday, from 8.30am to 2.15pm, term time only. It currently employs four members of staff. Of these, three hold relevant childcare qualifications at level 3 and one holds a level 2 qualification, but has completed her level 3 childcare training.

Information about this inspection

Inspector

Leanne Stranger

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together and discussed how the environment is organised to support children's learning.
- Children and parents spoke to the inspector and parents provided written information to share their views of the setting.
- The inspector and the manager carried out a joint observation of an activity.
- The inspector sampled a range of documentation, including training certificates, accident and incident forms, and planning material.
- The inspector observed the quality of interactions between staff and children.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021