

Inspection of The New Mulberry Bush

High Street, Wrekenton, Gateshead NE9 7JQ

Inspection date: 8 July 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

Parents are not able to come into the nursery to stay and play because of the COVID-19 (coronavirus) pandemic. They leave their children with a member of staff at the main entrance. Children arrive happily and receive a warm, friendly greeting from the caring staff. They quickly become engaged in their play and learning. They confidently move round the safe and interesting indoor and outdoor areas.

Staff skilfully support children to understand boundaries and to develop an awareness and respect for their peers. For instance, staff guide children to share the resources from a young age. Pre-school children understand the boundaries that staff set. For instance, they know that staff only want certain numbers of children playing in the sand. Children behave very well. They concentrate on what is being taught and confidently take part in activities.

Children have fun playing in the gardens and thoroughly enjoy the freedom to take measured risks. For instance, toddlers practise their physical skills on the low-level swings. Staff encourage them to swing their legs to make the swing go. They practise their skills as they throw and catch a ball. Pre-school children develop friendships. They are keen to play with their friends outside.

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

- Staff implement the areas of learning through offering a range of planned activities. They interact with children during their chosen play. Staff complete regular observations of children. They use these observations to identify any gaps in children's learning and they seek early professional help, when needed.
- Children with special educational needs and/or disabilities receive tailored support to help them to make progress. Staff work on a one-to-one basis with them, where needed, to meet their needs. Children who speak English as an additional language are helped to build on their vocabulary. Staff respect the vital role of their home language and use words provided from home to communicate.
- Staff support children to develop their small- and large-muscle skills and the control needed in preparation for writing. They recognise children's different stages of development. They generally adapt activities according to children's abilities and interests. For example, they provide various ways for children to make marks, such as on paper, in a sand tray or with paintbrushes on the fence. This helps children to develop the skills they need before learning how to form letters.
- The manager and staff fully consider the needs of children when making improvements. For example, the baby room has been reorganised to make

better use of the space for children. In the toddler room, children have been introduced to new routines. This is to help them understand when their play will need to end and that they need to help to tidy up. This has a very positive impact on children's learning and enjoyment.

- Overall, staff skilfully support children to form words and sentences. As children get older, staff provide many opportunities for them to join in conversations. However, staff are not consistent in encouraging children to think and work things out for themselves when they ask them questions.
- Parents speak highly of the nursery and are aware of the progress their children are making. Staff share children's next steps with parents and give them ideas for how they can support their children's learning at home. During the COVID-19 pandemic lockdown, the staff kept in touch with parents. They provided home learning packs and have developed a lending library. This is so that parents can share books with their children at home.
- The manager is passionate about providing high-quality care and education. She has high expectations for what children can achieve in the nursery. Staff are supported well in their roles through effective supervision. They develop their knowledge and skills through regular professional development. However, staff's understanding of some wider safeguarding issues is not as robust.

Safeguarding

The arrangements for safeguarding are effective.

Overall, staff have a good knowledge and understanding of child protection, including some wider aspects, such as the risks to children from being exposed to extreme views. However, they are unaware of some issues, such as breast ironing. Nevertheless, staff are knowledgeable about who to inform should they have any concerns about a child. They also understand what to do should they be concerned about another member of staff in the nursery. Staff implement effective risk assessments that help to ensure children can play in a safe and secure environment. They welcome opportunities to work as part of the team to support families, protect children and provide better outcomes for them.

What does the setting need to do to improve?

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

- build on staff's questioning techniques so that they consistently ask questions that encourage children to think of their own responses and express their own ideas
- improve staff's understanding of wider safeguarding issues, such as breast ironing, so that they know what signs and symptoms they need to be aware of.

Setting details

Unique reference number	EY559043
Local authority	Gateshead
Inspection number	10175180
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 8
Total number of places	88
Number of children on roll	82
Name of registered person	The Bridges Nursery Limited
Registered person unique reference number	RP905797
Telephone number	01914878101
Date of previous inspection	Not applicable

Information about this early years setting

The New Mulberry Bush registered in 2018. The nursery employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynne Pope

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The nursery manager and the inspector had a learning walk of the nursery and spoke with staff and children during the inspection.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The nursery manager and the inspector carried out a joint observation. They discussed how the nursery delivers their curriculum.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector viewed parents' written comments and spoke to a number of parents and took account of their views.

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