

# Inspection of The Mulberry Kindergarten

10 Howard Road, South Norwood, London SE25 5BU

---

Inspection date: 17 September 2021

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

## **What is it like to attend this early years setting?**

### **The provision is good**

Children form warm relationships with the nursery staff. As a result, children are happy and confident. New routines have been put into place due to COVID-19 pandemic which mean that parents no longer go into the nursery. Despite this, children confidently leave their parents. Staff promote children's language and communication skills well. For example, children enthusiastically join in with songs and rhymes during a circle time in the garden. Staff encourage them to take turns to develop their vocabulary as they each choose a line from a song to sing. Children shake with excitement when it is their turn to sing their chosen line. They take note of their environment and staff follow their curiosity, for example when a child finds a seed on the ground. The staff member encourages the child to explore the seed. They use enriching vocabulary, which the child then repeats, thereby extending their understanding of new words. Children benefit from opportunities for physical development. All children have access to a well-resourced outside area where they can develop their skills, such as mastering how to balance a plastic egg on a spoon. There is a calm and consistent approach to behaviour management. Staff have generally high expectations of children and, as a result, children behave well and are kind and caring towards one another.

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

- Communication with parents is strong and there is mutual respect between the parents and the staff. Parents praise the nursery for its caring and supportive approach to the care and learning of their children. The staff provide a flexible approach, which ensures that the needs of the children and their families are met.
- Overall, a well-sequenced curriculum teaches children new skills as well as giving them time to practise them. Parents talk about the progress that their children make. For example, one parent told the inspector, 'He is so happy here, he talks about it all the time and his vocabulary has been extended'.
- Staff are aware of and extend children's interests. Staff play alongside children who are thoroughly immersed in creating their own game. This provides opportunities to explore and develop language.
- Leaders and managers provide an inclusive curriculum where diversity is celebrated and is part and parcel of everyday life at the nursery.
- Children with special educational needs are well supported. There is a joined-up approach with parents and outside agencies. As a result, children make good progress.
- Leaders give staff regular supervision and discuss any concerns that they have. Staff feel well supported and are given regular feedback on their strengths and how to further develop their skills and knowledge.
- At social times, such as lunchtime, children are self-assured. They are taught to

use cutlery effectively and are given further guidance on how to improve on this. For example, a child is shown how to use her fork with the prongs down to help her efficiency.

- Staff have embedded rigorous hygiene procedures for the children to follow into the daily routine.
- The leaders and staff regularly reflect on their practice and assess the quality of the provision. They have regular planning meetings to ensure that they evaluate children's progress effectively.
- Children have opportunities to develop early maths skills within their play. For example, they count the number of skittles that they have knocked over. However, the curriculum for mathematical development for older children is less ambitious.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders fully demonstrate and understand their role in keeping children safe. All staff attend regular training, and additional courses are provided to enhance their knowledge. This includes courses on safeguarding children with disabilities. Staff know how to respond to concerns and the correct reporting procedures to follow. Leaders ensure that recruitment procedures are in place so that staff are suitable to work with children. The deployment of staff is very well organised so that children are always supervised. Staff are conscious of keeping children safe in their environment and risk assessments are effective.

## **What does the setting need to do to improve?**

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

- develop the curriculum for mathematical development to ensure there are high expectations for older children.

## Setting details

<b>Unique reference number</b>	125049
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10137875
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	The Mulberry Kindergarten Limited
<b>Registered person unique reference number</b>	RP535449
<b>Telephone number</b>	020 8656 4945
<b>Date of previous inspection</b>	23 March 2016

## Information about this early years setting

The Mulberry Kindergarten registered in 1997. It is located in South Norwood, in the London Borough of Croydon. The provision is open Monday to Friday from 8am to 6pm, all year round. There are 14 members of staff, 12 of whom hold appropriate early years qualifications from level 3 to level 6. The provision provides funded early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Louise Knox

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The leader and the inspector carried out joint observations to evaluate the teaching and learning.
- The inspector spoke to parents to gain their views about the setting.
- Children talked to the inspector about their favourite things to do at nursery.
- The inspector held discussions with staff and leaders at appropriate times throughout the day.
- The leader and the inspector completed a learning walk and discussed the curriculum for all 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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021