

Inspection of Mulberry Bush Nursery and Pre School

51 Lidgett Lane, Leeds, West Yorkshire LS8 1PL

Inspection date:

24 November 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children have a suitable range of activities to make independent choices from in their play. However, younger children do not benefit from the same learning experiences as older children. For example, during transition times, toddlers are left waiting too long before moving to the next stage in the routine. This leads to them losing interest and becoming distracted. That said, staff show that they are caring towards children and comfort them when they are upset. The new manager understands what it is that he wants children to learn. However, some staff working with children do not know children well enough to implement this consistently. This is due to changes within the staff team. Therefore, children's learning experiences are variable. Older children show that they enjoy listening to stories and act these out during outdoor play. For example, they laugh as staff pretend to be a big, grizzly bear and chase children through the imaginary long, wavy grass.

Due to the COVID-19 pandemic, leaders and staff kept in touch with parents through a range of online communications. They sent out regular newsletters and shared activity ideas with parents about ways to help their children continue their learning at home.

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

- Children demonstrate suitable communication and language skills. Older children use wooden blocks to create obstacles and manoeuvre remote control toys around them. Children confidently talk to visitors about how their cars can move backward and forward.
- Leaders promote healthy choices. Children have a range of healthy foods to choose from. Staff also promote oral hygiene and encourage children to look after their teeth. Leaders and staff offer information for parents regarding healthy eating. They offer nutritious breakfasts and snacks when children and parents arrive for the session.
- Babies and young children participate in suitable story and song sessions. Toddlers dance to music and chase leaves in the outdoor area. Babies clap as staff sing songs. They crawl and climb on large indoor equipment. This helps to develop children's physical skills.
- Older children join in with suitable tasks that are appropriate to their stage of development. They use mathematical language as they count out how many plates they need for their friends at lunchtime and help staff to set the table. Young children learn to pour fresh cups of water during outdoor play using a large water dispenser. Staff offer praise and encouragement as children complete the tasks. This helps to promote children's self-confidence.
- Leaders have supervision sessions in place. They celebrate staffs' achievements

through reward systems, including through the company's superstar awards. Staff receive suitable induction support. They attend training and take on roles, such as ambassadors for specific areas of learning. However, there have been recent significant changes to staffing levels and there are variations in the quality of interactions. Due to this, some younger children do not settle quickly enough.

- Children use a suitable range of materials to develop their early literacy skills. For example, children use brushes during painting activities and pencils to create various marks. Children also explore materials such as sand and talk to staff about the different patterns they have made.
- Leaders are aware of how to use additional funding to support children's development. For example, they have identified that some children, including children who speak English as an additional language, require further support to develop their communication and language skills. Therefore, leaders have purchased a range of suitable resources, including story books for staff to share with children.
- Children, generally, behave well. Staff encourage children to share and take turns. Children celebrate each other's achievements. For instance, they clap when children successfully race around obstacles on bikes and scooters in the outside area. However, younger children are often waiting too long during transition times and become bored and frustrated.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a clear understanding of safeguarding policies and procedures. This includes information regarding allegation against staff. Staff are aware of the signs and symptoms of abuse and how to respond to concerns about the welfare of a child. They complete research and training on child protection issues. They are vigilant and supervise children well. Staff understand the process to follow if they are concerned about other staffs' practice. They are alert to risks that children or families might be exposed to. This includes any person exposed to extreme views or behaviours.

What does the setting need to do to improve?

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

	Due date
improve deployment of staff to consistently meet children's care and learning needs	23/12/2021

improve transition arrangements, particularly in the toddler room, to ensure children are not left waiting too long before the next stage in their routine.	23/12/2021
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Setting details

Unique reference number	EY425119
Local authority	Leeds
Inspection number	10213341
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	60
Number of children on roll	72
Name of registered person	Primley Park Children's Nurseries Limited
Registered person unique reference number	RP905371
Telephone number	0113 2693667
Date of previous inspection	12 October 2016

Information about this early years setting

Mulberry Bush Nursery and Pre School registered in 2011. The setting employs 16 members of childcare staff, 10 of whom hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Allison

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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.

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