

Inspection of The Mulberry Bush Bitterne Park

Witts Hill, Southampton, Hampshire SO18 4QG

Inspection date:

25 February 2022

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

The quality of teaching is variable. Overall, children demonstrate that they are happy and safe at nursery. They separate from their parents well.

The management team aim to provide good care and education. However, activities in the older age groups are not always designed to give children the knowledge and skills that they need. In the pre-school room, children do not make the best progress they can, as staff do not plan well for activities. For example, children express an interest in using torches. This is short lived as the torches are not charged. Therefore, children lose interest and move on to other activities. This does not support children's learning and development. Furthermore, the noise level in the pre-school room is excessive. This means that it is difficult for children to focus.

All rooms have access to the outdoor space. Children enjoy fresh air and exercise. In the baby room, young children snuggle into staff as they listen to stories. They bang the pots and pans and enjoy hearing the noises that they make.

Behaviour is, generally, good. Yet, children sometimes struggle to share equipment and resources. Children do not always have access to their key person, due to regular staff changes. On occasions, staff are caring for children who they do not know well. As a result, some children become unsettled.

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

- Generally, most children settle well and enjoy their time at the nursery. However, the staff team is inconsistent because many key people have left. In addition, some staff move between rooms during the day. This means that not all children build strong attachments with their key person. This does not help promote their emotional well-being. Nonetheless, all staff, including agency and recently appointed staff, are caring. The management team are working to address the shortages and staff turnover.
- Some staff do not know what they intend children to learn. Therefore, individual needs are not always targeted effectively and, as a result, some activities lack focus. There are few opportunities to learn about using scissors safely. For example, some children get up from the table and walk with scissors. Staff do not provide any safety reminder or model how to hold them properly. This does not promote appropriate safe behaviour when handling tools. In the baby room, toddlers receive support to take their first steps with a walker. This demonstrates the mixed teaching children receive across the nursery.
- The management team does not provide regular supervision to staff. This does not enable them to identify the professional development needs of staff securely

to help strengthen their teaching skills. Staff do not have enough opportunities to discuss the individual needs of children to ensure these are consistently met.

- Children with special educational needs and/or disabilities (SEND) receive effective support. The management team make appropriate referrals to ensure children receive help from external agencies. As a result, children with SEND are making good progress in their development. Funding is used well to support children's needs.
- The management team work well with other agencies. For example, staff from the National Society for the Prevention of Cruelty to Children have visited the nursery. They shared information with parents about how to keep children safe online. Other professionals visit to provide support for children with communication and physical development needs.
- Parents speak positively about the nursery. They talk about the extra experiences on offer, such as yoga and trips to the pumpkin farm. Parents comment they know about staffing changes. They feel reassured by the level of information shared in weekly updates. Parents credit the nursery for helping with 'fussy eaters'. They say that children now eat a much wider range of food than they have before.
- Children have opportunities to learn about healthy practices. For example, children engage in experiences such as yoga. They listen as staff give instructions and stretch out their hands and make space for themselves. Children show confidence in the group. They place their hands in the air to share their thoughts and speak well in front of their friends. This helps to support their personal development.

Safeguarding

The arrangements for safeguarding are effective.

The leadership team and staff understand their responsibilities to keep children safe. Staff are familiar with the signs and symptoms of abuse. They are aware of the procedures to follow if they have concerns about children's welfare. All staff undertake child protection training as part of their induction. Safeguarding discussions take place at staff meetings. This helps to reinforce staff's understanding of their responsibilities to protect children. Staff know about wider safeguarding issues, such as the 'Prevent' duty and county lines. Recruitment procedures are robust. This helps to ensure that all adults working with children are suitable.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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implement effective supervision for all staff to focus on raising the quality of the curriculum and teaching to a good level based on the children's needs	14/03/2022
ensure that key persons know the needs of their children well and are deployed effectively to meet these	14/03/2022
plan and implement a curriculum that consistently provides children with a good level of challenge and support, particularly in the pre-school room.	14/03/2022

Setting details

Unique reference number	EY558049
Local authority	Southampton
Inspection number	10225233
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	100
Number of children on roll	100
Name of registered person	TMB Day Nurseries Limited
Registered person unique reference number	RP902423
Telephone number	01489583130
Date of previous inspection	8 May 2019

Information about this early years setting

The Mulberry Bush Bitterne Park registered in 2018. It is one of two nurseries owned by TMB Day Nurseries Limited. The nursery is open from 7.30am to 6pm, Monday to Friday, throughout the year. There are 36 staff employed to work with the children, 24 of whom hold relevant qualifications at level 2 or above. The manager holds early years professional status. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Lindsay Osman
Melissa Cox

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 inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Inspectors talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspectors.
- Inspectors spoke with the nominated individual about the leadership and management of the setting.
- Children communicated with the inspectors during the inspection.
- Inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager showed the inspectors documentation to demonstrate the suitability of staff.
- Inspectors carried out a joint observation of an activity with the manager.

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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