

Inspection of London Mulberry Nursery And Preschool

17 Kenninghall Road, London E5 8BS

Inspection date:

2 March 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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are happy, safe and enjoy their time at nursery. Staff are caring and build strong bonds with the children. Younger children are independent and self-assured. Babies engage in sensory activities that help develop their physical skills. They enjoy crunching and sprinkling cereals with their hands. Children across the nursery choose activities that interest them. However, some staff in the pre-school room do not extend and challenge children's learning.

Children are kind and caring towards each other. However, in the pre-school room, staff do not consistently teach children how to behave effectively. They do not help children to manage their own feelings and to understand the impact that their behaviour has on others. Children are not prepared well enough for transitions between activities. As a result, some children become distracted and are not engaged in their learning.

Children who speak English as an additional language are well supported. For example, in the baby room, staff use words and simple phrases in children's home languages. This helps children to make connections with English. Overall, staff support children's language and communication well. Children listen to stories, sing songs and staff model the correct spoken language.

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

- Staff in the baby room skilfully develop babies' spoken language skills. They talk to the babies constantly, describing what they are doing and asking them questions to deepen their understanding. For example, at lunchtime, babies are asked about the type of food they are eating and what it tastes like. Babies respond appropriately saying, 'It tomato soup' and, 'It taste good'.
- The quality of education in the pre-school room is variable. Some staff do not always use what they know about children's interests to challenge and extend their learning. Children choose activities to play with. However, staff do not consistently provide resources which are age-appropriate and inspire children to develop their play. This results in children quickly losing interest during activities, which affects the progress they make.
- Support for children with special educational needs and/or disabilities is effective. Staff identify gaps in children's development early on and work closely with parents and other professionals. They develop targeted plans to support children's learning and development.
- Children are kind and supportive towards each other. For example, children sit next to each other, painting pictures and talking about their artwork. When children realise their friends need more paper, they immediately go to get some.
- Staff manage children's behaviour in the baby room and in the outside pre-

school area well. However, in the pre-school room, staff do not consistently teach children how to behave, such as between activities. They do not always help children to learn when their behaviour is unacceptable and how to behave appropriately.

- Staff understand the importance of healthy eating and maintaining a healthy lifestyle. They work with parents, ensuring that they provide healthy lunch boxes for their child. Children enjoy regular snacks of fruit and vegetables throughout the day.
- The staff team is consistent. This helps them to get to know children well and understand their individual needs. Staff organise settling-in procedures well. Parents are fully involved in the process, helping children to settle quickly and confidently.
- All staff have regular supervision meetings with the manager. They receive regular training opportunities and take part in monthly team meetings. Staff report that they feel very supported by the manager and enjoy working at the nursery. However, staff in the pre-school room would benefit from further training on how to challenge and extend children's learning.
- Staff work hard to develop and maintain positive relationships with parents. Parents report how well staff know their children and how happy they are with the care and education that their children receive. Parents receive daily feedback about their children's learning and experiences at nursery during handover and through the parent/nursery journal.
- During the COVID-19 pandemic, staff organised a range of online activities. Parents found these useful and comment that it helped them to support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their safeguarding responsibilities and how to protect the children they care for. Staff attend regular safeguarding training to keep their knowledge and understanding up to date, including the 'Prevent' duty and female genital mutilation training. Staff understand the signs that children may be at risk of harm and know how to report their concerns. The nursery environment is safe and secure. Access to the site is controlled by comprehensive safety measures that include password protected pick-up procedures. Staff carry out regular risk assessments and take appropriate action to ensure children's safety at all times.

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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plan and deliver a curriculum in the pre-school room that consistently challenges and extends children's learning and development	15/04/2022
ensure that resources in the pre-school room meet children's needs and promote their learning	15/04/2022
maintain high expectations for children's behaviour, ensuring that they understand how to behave appropriately and the impact that their behaviour has on others.	15/04/2022

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

- increase opportunities for staff in the pre-school room to observe good practice, focusing on providing challenge and extending children's learning.

Setting details

Unique reference number	2519695
Local authority	Hackney
Inspection number	10208003
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	1 to 4
Total number of places	60
Number of children on roll	28
Name of registered person	London Mulberry Nursery And Preschool Ltd
Registered person unique reference number	2519694
Telephone number	07501130072
Date of previous inspection	Not applicable

Information about this early years setting

London Mulberry Nursery And Preschool opened in 2019 and operates from St. Scholastica Roman Catholic Church hall, in the London Borough of Hackney. The nursery is open each weekday, from 8am to 6pm, for 51 weeks of the year. It provides funded early education for children aged two, three and four years. There are nine childcare staff. Of these, one holds an appropriate early years qualification at level 7 and six hold qualifications at level 2 and above.

Information about this inspection

Inspector

Paul Church

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager spoke to the inspector about their intentions for children's learning.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of the education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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