

# Inspection of The Mulberry Bush

51 Locks Road, Locks Heath, Southampton SO31 6NS

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Inspection date: 5 August 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Staff greet children kindly and enthusiastically. On arrival, children settle extremely well. They find their picture as part of self-registration and choose their own peg to attach it too. This shows that children are emotionally secure. The nursery's drive for an inclusive culture is successfully embedded throughout. Staff ensure they listen to and support every child. As a result, children have positive relationships with all staff. Children present them with pieces of artwork and give ideas of what they want to do next. Younger children snuggle with staff to share stories in a calm and nurturing environment.

Children show positive attitudes towards their learning and behave well. Staff deliver a broad curriculum, which helps them to ensure children have regular opportunities to hear and join in with familiar rhymes, songs and stories to support their language skills. Babies and toddlers thoroughly enjoy group singing activities. Staff help children become confident to choose songs for everyone to sing and use sign language. Older children show their full attention as they listen to 'There's a Monster in Your Book'. They enthusiastically interact by tilting, spinning and shaking the book to get the monster out. They giggle with excitement as they see the funny results when turning the pages. This helps children develop a love of books.

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

- Leaders show a clear curriculum intent for the nursery. They share this with staff, who help children to build on what they know and can do. They offer a range of opportunities for children to practise set skills. For example, staff aim for children to develop climbing skills in each age range. Toddlers and babies climb on soft play and ramps as they become increasingly mobile. Older children enjoy obstacle courses following current events, such as The Commonwealth Games. As a result, children are physically active and they begin to gain an understanding of people, communities and the wider world.
- Staff listen to children extremely well and seek children's ideas through open-ended questions to challenge their thinking. For example, children's views feed through the curriculum and enhance the learning environment. Innovative ideas, such as a pre-school committee, ensure that staff consider their views. Children ask to learn about builders. Staff involve children in creating a building area. This helps children know staff appreciate their opinion.
- Leaders and managers support staff with regular supervision and training. They are supportive of staff's well-being. For example, staff have opportunities to speak to the designated well-being officer for advice and support. Staff report that 'Well-being Wednesdays' help them feel valued and supported.
- Risk assessments are robust. Children are well supervised and supported as they

play and learn. Staff recognise blind spots and know to be more vigilant in areas that need closer supervision.

- Children have good opportunities to develop their communication and language skills. For example, babies happily respond to staff's affectionate chat and singing. Older children explore wordless books. Staff support children to tell a story purely through illustrations. As a result, children are confident speakers.
- Staff support children's independence and good health. Children learn to use the toilet and wash their hands afterwards. They put on their shoes and are confident to seek out adults for help. Most-able children skilfully serve their food at mealtimes and tidy away after themselves. However, during some routine transition times, including mealtimes, staff are not prompt to recognise that some children wait for long periods, which impacts children's attitudes.
- The nursery aim for children to 'cook' is delivered well across the whole setting. Healthy eating is heavily promoted. For example, children grow their own vegetables and give them to the chef to cook at mealtimes. Babies explore real vegetables within the environment. Toddlers and older children use utensils to peel and chop vegetables within the role play areas. This supports children to develop healthy lifestyles.
- Partnership with parents is strong. Parents speak highly of the nursery and comment on the amazing resources available to children after their recent refurbishment. Good communication ensures parents know what their children can do and what they will be learning next.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and managers have a strong focus on making improvements in safeguarding practice. All staff complete training for child protection, the 'Prevent' duty and female genital mutilation. Staff are confident in recognising when to act on the concerns about the well-being of children. They know the procedures for referring to external agencies. There are detailed policies and procedures in place. Staff's recruitment is robust. Staff complete risk assessments of the premises to identify and remove any hazards. As a result, they provide a safe environment in which children can learn.

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

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

- further support children's individual needs and ensure that children do not wait for long periods during routine transition times.

## Setting details

<b>Unique reference number</b>	EY464833
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10248433
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	100
<b>Number of children on roll</b>	224
<b>Name of registered person</b>	TMB Day Nurseries Limited
<b>Registered person unique reference number</b>	RP902423
<b>Telephone number</b>	01489583130
<b>Date of previous inspection</b>	7 September 2017

## Information about this early years setting

The Mulberry Bush registered in 2013. The nursery is open each weekday, for 51 weeks of the year, from 7.30am to 6pm. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are 39 members of staff. Of these, one has qualified teacher status, two have foundation degrees, four have qualifications at level 4, 23 have qualifications at level 3 and six are apprentices.

## Information about this inspection

### Inspector

Kelli Wiseman

## 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.
- Leaders joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Leaders shared their vision and ethos with the inspector.
- The inspector spoke to staff and children during the inspection.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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