

# Inspection of Mulberry Day Nursery

9 Boyn Hill Avenue, Maidenhead, Berkshire SL6 4ET

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Inspection date: 1 November 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**

Children arrive at the nursery and are lovingly greeted by the kind and nurturing staff. They separate from their parents and/or carers with ease and quickly settle. Children form close and secure bonds with their key person, who gets to know them well. They feel comfortable and confident in their care. Babies have beaming smiles and giggle with joy as they listen to staff singing. They snuggle up to go to sleep as staff sensitively support them to get the rest they need throughout the day.

Children are eager to learn and excited to get involved in the wealth of interesting learning opportunities at the nursery. They benefit from a curriculum that leaders have carefully designed to build on what children know and can do. For instance, two-year-olds begin to learn how to independently serve their lunch. They focus intently as they find their own plates and cutlery and choose the amount of food they would like. Children listen carefully to staff and follow instructions to tidy away their plates when they are finished. Once children have reached the pre-school room, they instinctively know what is expected of them. They enjoy the freedom to choose when to have their lunch. Children love sitting together with staff and their friends, having conversations about their interests and experiences. They learn important social skills and demonstrate good behaviour and manners.

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

- Staff are dedicated to supporting children with special educational needs and/or disabilities. They undertake training and research to increase their knowledge of specific needs. Staff work in close partnership with parents and external agencies to create individual and targeted plans to ensure children make the best possible progress. All children are well prepared for their next stage in learning.
- Staff encourage children's love of books. They read to children individually and in small groups. Children look at books independently and enjoy talking to their friends about what they can see. They access a range of books that reflect the diversity of life in modern Britain, challenge gender stereotypes and introduce different cultures from around the world. Children are curious and interested to learn new things.
- Children gain an understanding of mathematical concepts. For example, babies fill and empty different-sized containers with sand. Staff set children challenges, such as measuring the distance between objects in the garden. Children count the number of nails they can hammer into pumpkins to match different numerals. Children learn how to safely use the tools and develop their hand-to-eye coordination as they focus on completing the tasks.
- Staff listen to children and give them the time they need to think and respond to

questions. They engage in conversations with children and show interest in what children have to say. However, during some interactions, staff do not consistently support children's understanding of what is happening and why. They do not always give clear explanations and provide further information to extend children's knowledge.

- Staff provide children with plenty of opportunities to develop their physical skills. For example, babies move freely around the space as they crawl up and down ramps and pull themselves up to stand. Toddlers develop their core strength and agility as they balance on tyres and planks. Older children take part in yoga routines and move their bodies in different ways. They stand on one leg and stretch in different positions. Children begin to learn the impact that movement and exercise has on their bodies.
- Staff teach children to sit, listen and follow instructions during group activities. Although staff's teaching is good overall, they do not always organise activities as effectively as possible to ensure all children are equally involved. For instance, children concentrate and pay attention during a 'bucket time' activity. Staff allow children to have a go at being the group leader. Children take great pride in being given this task. However, when other children want to have a turn, staff do not make time for them to do this. They finish the activity when children still want to continue.
- Leaders are passionate about ensuring staff and parents and/or carers have access to any support they need. For example, parents can attend courses specifically designed to help them understand different aspects of child development. Leaders provide a range of training, benefits and incentives for staff. They understand the positive impact that the well-being of staff and parents has on providing children with the best quality of education and care in both the nursery and at home.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure staff undertake regular training to keep their knowledge of safeguarding procedures up to date. Staff know what to do to report any concerns they might have about a child's welfare. Staff are aware of the signs that a child may be at risk or suffering from abuse. They understand the company's whistle-blowing policy and what to do if they are worried about the conduct of an adult working with children. Staff teach children how to keep themselves safe. For instance, they teach children to hold the banister when climbing the stairs and where to stand safely when they reach the top.

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

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

- provide further support for staff to give clearer explanations to children during activities and daily routines, to extend children's knowledge and deepen their understanding
- develop staff's skills further in recognising how to include all children in activities and give them the time they need to finish tasks they are interested in.

## Setting details

<b>Unique reference number</b>	154888
<b>Local authority</b>	Windsor and Maidenhead
<b>Inspection number</b>	10234266
<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>	0 to 4
<b>Total number of places</b>	91
<b>Number of children on roll</b>	108
<b>Name of registered person</b>	Childbase Partnership Limited
<b>Registered person unique reference number</b>	RP900830
<b>Telephone number</b>	01628 671116
<b>Date of previous inspection</b>	2 March 2017

## Information about this early years setting

Mulberry Day Nursery is owned and operated by Childbase Partnership Limited. The nursery registered in 2001. It is situated in Maidenhead. The nursery is open Monday to Friday, all year round, apart from public holidays. Opening times are from 7am to 6.30pm. The provider is in receipt of funding for the provision of free early education to children aged three and four years. There are 46 members of staff working with the children, 25 of whom hold appropriate early years qualifications at level 3 or above.

## Information about this inspection

### Inspector

Alice M Roberts

## 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 deputy manager, 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.
- Parents shared their views of the setting with the inspector.
- 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 and manager carried out a joint observation of an activity.

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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