

# Inspection of Mulberry Bush Nursery and Pre School

51 Lidgett Lane, Leeds, West Yorkshire LS8 1PL

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Inspection date:

22 November 2022

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Children's safety is compromised, as staff are not vigilant in reporting concerns in relation to the practice of colleagues. Children are not placed to sleep in a safe and comforting manner. This is particularly evident in the toddler room. Staff do not respond quickly to concerns in relation to children's safety and well-being. This does not ensure that children feel safe and secure.

Some children do not benefit from a highly ambitious curriculum that helps them to remain deeply engaged in their play and learning. This is particularly relevant for children aged between two and three years. For example, while children are exploring bubbles during water-play games, staff take children away from the activity, despite children showing an interest and being initially engaged in their play. Staff tell children to 'go find something else to play with, as there is not enough room for other children to join in.' Despite leaders being aware of what it is that they want children to learn, this is not consistently implemented in practice. For instance, staff place a large focus on children learning numbers and colours. They show young children and toddlers letters and pronounce letter sounds incorrectly. This does not help children to prepare well for their next stage in learning.

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

- Leaders have not addressed actions from the previous inspection. For example, weaknesses in staff deployment still remain. There is also an inconsistent oversight of how the setting's curriculum is implemented into practice. This means that leaders do not have a good management evaluation of the setting to identify, address and sustain improvements. The variation in the quality of children's learning and care across the nursery is too wide. While there have been some small improvements to the learning environment since the last inspection, the quality of care and learning has declined. This is particularly evident in the toddler room.
- There have been a number of management changes that have included inconsistencies in coaching, mentoring and performance management procedures. Leaders do not ensure that weaknesses in staff and children's interactions are addressed. There is a deputy nursery manager in place. However, they are based in a room and do not provide an oversight across the nursery in the managers absence. There are significant concerns in relation to staff conduct at the setting, which include not being an effective role model for children. Although there are some strategies in place to support staff well-being, these are not effective for all staff. Some staff comment that they feel overwhelmed and stressed.
- Pre-school children benefit from a more positive experience at the setting. They

demonstrate suitable communication and language skills. They learn about healthy lifestyles and show an interest in exploring fresh fruit and vegetables. They use words such as 'aubergine' while listening to stories. They add herbs to play dough and talk to staff about what they can smell. The setting's special educational needs coordinator (SENCo) is aware of how to implement strategies to help children who speak English as an additional language to develop their communication and language skills.

- Babies smile when they see their key person and staff who regularly care for them. They settle well and show confidence as they learn to develop their physical skills, such as by learning to walk. Staff who work in the baby room are nurturing towards children. They sing songs and offer comfort and cuddles to children who need reassurance.
- Parents are provided with information about their children's learning through an online digital platform. Regular information for parents about events and methods to continue their child's learning at home is provided, including a 'lending library'. Parents and children are invited to take books home to read together. This helps to provide continuity to children's learning.

## Safeguarding

The arrangements for safeguarding are not effective.

Children's safety and well-being are not prioritised. This is due to some staff not being vigilant in following the safeguarding policies and procedures at the setting. This includes the reporting of concerns in relation to the setting's whistle-blowing procedures. However, once alerted, leaders act swiftly in reporting safeguarding concerns to the relevant authorities in a timely manner. Furthermore, leaders follow recruitment and induction procedures. However, some staff do not follow expectations in relation to their roles and responsibilities at the setting. This means that children's emotional needs are not consistently met throughout all nursery rooms.

## 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:**

	<b>Due date</b>
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improve safeguarding practice and ensure that staff follow the setting's safeguarding policy and report any concerns about children's safety and welfare, including following whistle-blowing procedures, to the relevant personnel within the nursery with immediate effect	20/12/2022
ensure all children are placed to sleep in a safe and comforting way that helps them to feel safe and secure	20/12/2022
monitor and ensure all children benefit from a highly ambitious and challenging curriculum that allows them to engage in meaningful and purposeful play	20/12/2022
improve assessment arrangements to ensure that staff correctly identify what children know and can already do and identify what they need to learn next	20/12/2022
develop clear evaluation procedures to address weaknesses in practice and ensure all children's care and learning needs are consistently met	20/12/2022
ensure the named deputy nursery manager is able and capable of managing the setting in the absence of the nursery manager	20/12/2022
improve and implement consistent arrangements to supervise, coach, support and mentor staff to help to address issues around staff well-being, ensure staff are aware of the expectations of their role and be a positive role model for children.	20/12/2022

## Setting details

<b>Unique reference number</b>	EY425119
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10217190
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory 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>	60
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Primley Park Children's Nurseries Limited
<b>Registered person unique reference number</b>	RP905371
<b>Telephone number</b>	0113 2693667
<b>Date of previous inspection</b>	24 November 2021

## 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

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- Children communicated with the inspector during the inspection.

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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