

# Inspection of Mulberry Bush Nursery

Langton Green, EYE, Suffolk IP23 7HL

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Inspection date: 17 January 2023

<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 welcome children with enthusiasm and kindness at this friendly nursery. Children separate from their parents with ease and enter the nursery with confidence. They make independent choices from stimulating and inviting activities. Babies explore musical instruments. They shake bells and bang xylophones. Staff sit closely with them and involve them in games using mirrors. They ask, 'Where is your nose?' Toddlers play with dolls imaginatively. They wrap them in blankets and tell staff, 'My baby is asleep.' Pre-school children show creativity in role-play shops. They use pretend cash tills and walk around with shopping baskets. They say, 'The shop is soon closing' and 'That costs six pounds.'

Children are happy and have great fun. Babies are fascinated when staff use wands to blow bubbles. They reach out and clap their hands to pop the bubbles. Staff repeat the words 'pop' and 'clap' to support babies' early language and understanding. Toddlers snuggle in 'igloo' dens to share books. They turn pages carefully and point to pictures they recognise. Pre-school children notice icy puddles. They become engrossed in making 'crunchy nut ice'. They use plastic hammers and cheer with delight when shards break off. They comment, 'This is fun.'

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

- Staff develop close relationships with parents from the moment their children begin settling in. They gather in-depth information about children and use it to plan activities which will engage children's interests. As a result, children settle quickly. Transitions through the nursery are managed effectively. This is because staff pass on detailed information regarding children's learning and preferences. This ensures continuity of care.
- Babies feel safe and emotionally secure. Staff closely observe them and respond quickly to their needs. Nappy changes are gentle and comfortable for babies. For example, staff distract babies with well-placed displays and twinkling lights. When babies wake from their sleep, they are greeted warmly and are gradually introduced back into their play.
- Children develop their independence through everyday routines. Babies wipe their own hands and mouths. Toddlers peel oranges and slice bananas at snack time. Pre-school children put on their own coats. They expertly manage zips and fastenings themselves.
- Staff support children's communication and language well. They sing familiar songs and engage children in frequent story times. Staff narrate babies' play and introduce new vocabulary. For example, staff use the words 'under' and 'over' as babies play with toy vehicles and bridges. Children in the pre-school room respond eagerly to questions involving 'sound of the week'. They tell staff 'man'

and 'mum' begin with 'mmmm'.

- There is strong support for children with special educational needs and/or disabilities. Staff use sign language to support children's communication development. Early screening tools are used to swiftly identify where additional support may be needed. This helps children to achieve the best possible outcomes.
- The nursery owner and manager demonstrate a strong shared ambition. They work closely together to evaluate practice to drive improvement. The manager ensures that staff have regular supervision meetings to help identify training to further develop staff's skills and knowledge. Staff report high levels of well-being and support.
- Partnerships with parents are very strong. They say they feel 'thankful' their children attend the nursery. They are impressed with how much progress their children make and say that they are kept fully informed via handovers and online platforms. Parents comment that staff are 'wonderfully nurturing' and 'go above and beyond' to create exciting activities for their children.
- Children's behaviour is mostly good. However, staff do not always acknowledge or challenge unwanted behaviour. For example, children snatch toys from each other. Staff do not always help children to understand the impact this behaviour may have on other children.
- At times, the noise levels in the pre-school room rise quickly. This impacts on how staff can support children's learning. For example, children ask for help but cannot be heard over the noise.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how to protect children and keep them safe. They know the signs and symptoms that may indicate a child is at risk of neglect or abuse. They understand the procedures to follow if they identify any concerns about a child's welfare or the behaviour of an adult. The manager ensures that all staff have a working understanding of safeguarding, and she regularly uses questioning techniques to 'test' this. Staff supervise children well to ensure their safety. Staff carry out daily checks to ensure that the premises remain safe and suitable. Recruitment of staff is robust, and the provider checks their ongoing suitability.

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

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

- help children to develop a better understanding of how their behaviour may impact on others
- support staff to monitor and manage noise levels in the pre-school room, to

better support children's learning and development.

## Setting details

<b>Unique reference number</b>	EY426108
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10264448
<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>	58
<b>Number of children on roll</b>	94
<b>Name of registered person</b>	Mulberry Bush (Eye) Limited
<b>Registered person unique reference number</b>	RP902559
<b>Telephone number</b>	01379 871 412
<b>Date of previous inspection</b>	15 June 2017

## Information about this early years setting

Mulberry Bush Nursery registered in 2011 and is located in Eye, Suffolk. The nursery employs 23 members of childcare staff. Of these, four hold appropriate early years qualifications at level 6, two hold qualifications at level 4, 11 hold qualifications at level 3, and two hold qualifications at level 2. The nursery is open from Monday to Friday all year round, except for bank holidays and Christmas. Sessions are from 7.45am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Helen Oakden

## Inspection activities

- This was the first routine inspection the nursery 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 her evaluation of the nursery.
- The manager and the inspector had a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the interactions between staff and children.
- The inspector and the deputy manager carried out a joint observation together.
- The inspector talked to staff at appropriate times during the inspection.
- The inspector spoke to several parents during the inspection and took account of their opinions.
- 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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