

Inspection of The Mulberry Bush Bitterne Park

Witts Hill, Southampton, Hampshire SO18 4QG

Inspection date: 30 January 2023

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|------------------------------|-------------|
| Overall effectiveness | Good |
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children arrive cheerfully at the nursery. They demonstrate they feel safe and secure as they hold their hands out to staff, who greet them at the front door. Children separate happily from their parents. An effective settling-in process supports children's successful transitions within the nursery. For example, staff take time to get to know children's personal care routines and interests. They use this information to help children settle into the new environment. Family photograph books are easily accessible to support children's sense of belonging.

Children are well behaved. They listen, follow instructions and take turns. Staff give children regular praise and encouragement in everything they do. This helps to develop children's confidence and self-esteem.

All children have regular access to outside areas. They enjoy a wide range of activities that support their physical development. Young children blow bubbles for their friends to chase. Babies and toddlers dig in their own dedicated sandpit and paint onto acrylic windows. Older children take manageable risks as they confidently explore the different areas of the garden, including the large hill. They confidently climb to the top, before running back down as fast as they can. Supportive staff stay close by to offer help if needed and ensure children's safety.

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

- Since the last inspection, the management team has worked hard to raise the quality of the setting. The manager has a clear intent for the newly implemented curriculum. Staff are flexible and reflective. They adapt activities to meet children's needs and interests and use additional funding effectively. This means that children engage in activities that are well planned for their age and stage of development.
- Staff prioritise communication and language development in their curriculum. They create an environment rich in language for all children. Staff follow children's lead in play. They listen and respond, modelling language and repeating new words. For example, staff introduce babies to new words as they read stories and sing nursery rhymes. Older children discuss how they will build a tower. They carefully draw their plans and share ideas. This results in children of all abilities, including children who speak English as an additional language, making good progress in their communication.
- Children learn to look after their bodies and manage their personal care needs. Staff encourage children to find a tissue and wipe their noses independently. Children participate in yoga sessions led by staff, to promote their physical and mental health and maintain their positive well-being.
- Parents are complimentary about the nursery. They comment that their children

are always happy to attend. The provider has adopted different ways of sharing information about children's learning and development. However, staff do not consistently share accurate enough information with parents and carers about children's daily experiences, including the meals their child receives.

- Staff encourage children to be curious and learn about the natural world. For example, children excitedly observe the nursery stick insects. Staff encourage children to be gentle and hold the insects carefully. Children demonstrate their secure counting skills as they confidently count the stick insects' legs. They are equally curious about the giant snail and cockroaches in their nursery 'zoo' and excitedly tell visitors all about them, including the names they have given them.
- The manager places a high priority on fundamental British values. Staff teach children about respect and celebrate similarities and differences. They support children to learn about a range of cultural beliefs, festivals and family backgrounds through discussions and stories. Staff invite relatives into the setting to share their heritage, for example when they celebrate events that are special to the children, such as Diwali.
- There is a clear focus on providing an inclusive service. Children with special educational needs and/or disabilities (SEND) receive good support. The special educational needs coordinator and the manager work closely with other professionals to ensure they meet the needs of children with SEND. Children with SEND make good progress.
- Sometimes, younger children have to sit and wait while staff organise transitions between routine activities, including while they prepare food to serve at mealtimes. Although children generally behave well, during these times they are not as engaged or fully focused, which leads to minor disagreements.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good knowledge of child protection issues and their role and responsibilities to keep children safe. They can identify the signs or symptoms that may indicate a child is at risk of harm. They keep their safeguarding knowledge up to date and know the correct reporting procedure to follow, including whistle-blowing if they were concerned about the conduct of a colleague. The managers have clear recruitment procedures and continue to assess staff suitability, for example through supervisions, support and coaching. They complete risk assessments to ensure that the environment is secure and children have a safe place to play.

What does the setting need to do to improve?

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

- strengthen the information-sharing arrangements so that all parents and carers

are kept fully informed about their child's daily experiences, including at mealtimes

- adapt the organisation of transitions and routine activities to reduce waiting times so younger children are more able to maintain their positive behaviour.

Setting details

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| Unique reference number | EY558049 |
| Local authority | Southampton |
| Inspection number | 10232231 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 4 |
| Total number of places | 100 |
| Number of children on roll | 160 |
| Name of registered person | TMB Day Nurseries Limited |
| Registered person unique reference number | RP902423 |
| Telephone number | 02382351888 |
| Date of previous inspection | 25 February 2022 |

Information about this early years setting

The Mulberry Bush Bitterne Park registered in 2018. It is one of two nurseries owned by TMB Day Nurseries Limited. The nursery is open from 7.30am to 6pm, Monday to Friday, throughout the year. There are 44 staff employed to work with the children, 28 of whom hold relevant qualifications at level 2 or above. The manager holds early years professional status. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nina Lambkin

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and deputy manager joined the inspector on a learning walk and talked about the nursery's curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation with the nursery manager.
- The inspector spoke to parents during the inspection, as well as sampling written feedback, and took account of their views.
- The inspector looked at relevant documentation and 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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