

Inspection of Mulberry Bush Nursery

Ditherington Road, SHREWSBURY SY1 4DQ

Inspection date: 1 August 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Staff provide children and their families with a warm welcome to the nursery. Staff understand their role to keep children safe. Children recognise that staff enjoy their company and want to join in with their play. Older children call out to staff to join in with their games and interests, such as searching for bugs. Younger children move towards the areas where staff have set up engaging activities. For example, they gather together to use marker pens and enjoy creating artwork. Staff promote children's sense of achievements and children proudly show their artwork.

Staff have high expectations for children's behaviour and have a consistent approach to teaching children how to manage their emotions. Younger children learn to associate their feelings with colours. They say they are happy and explain what has made them feel happy. Older children learn to name their feelings. Staff know what children's play interests are and plan the learning environment to reflect this. This helps to engage and motivate children to play and explore. For example some children have an interest in role play, and enjoy recreating familiar roles and experiences, such as cooking, cleaning and small-scale construction.

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

- The new manager has a clear vision for the nursery. She has worked with the local authority to address staff training and policies relating to safeguarding children. The manager has identified her aims relating to staff supervision and begun to support staff in their teaching roles. She now needs to prioritise the monitoring of the staff's teaching to identify where they need further support, to provide children with consistently high-quality learning experiences.
- The manager and staff have considered what children's learning priorities are. They have used this information to develop a well-sequenced and progressive curriculum. Staff have designed the learning environments to reflect the development needs of the children in each of the three rooms.
- Staff identify gaps in children's learning and development. Overall, they use this information to identify targets for children and plan effectively for these. However, not all staff use this information as well as possible to plan precisely so they focus on helping children to build on what they already know and can do. This said, the special educational needs coordinator (SENCo) ensures that they make timely referrals so children with special educational needs and/or disabilities (SEND) receive the support they need.
- There is an effective key-person system in place. Each child has a consistent key person to build secure relationships and promote their well-being. However, when children move rooms, staff do not always provide comprehensive information about the children they have worked with to the new key person. This means that the new key person cannot plan as well as possible for the

children.

- Staff follow good hygiene routines and promote this with children. Children learn about the importance of regular handwashing to help stop the spread of germs. They enjoy the nutritious meals and snacks. Staff make good use of mealtimes to encourage children to learn about healthy choices.
- Children know how to take turns. They tell their friend that it is their turn to be the driver while they play together on a tandem tricycle. Staff consistently reinforce their expectations and children receive lots of praise for their awareness of their friends needs. Older children develop good social skills and enjoy using their imaginations to develop storylines in their play.
- The manager and staff make good use of books and songs to deliver their curriculum, particularly for communication and language. Younger children pretend to go on a bear hunt in the wooded area. They enjoy naming animal pictures and making the different animal sounds. Older children enjoy listening to stories and express their ideas about the events and characters.
- Staff value the partnership working with parents. Parents appreciate the regular communication and ideas to support their children's continued learning at home. Parents say that their children thrive at the nursery and love to attend.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their duty to keep children safe. They have effective policies and procedures in place to manage allegations about staff. This includes maintaining confidentiality and documentation. Staff keep accurate records of children's accidents. They share this information with parents in a timely way. The manager and staff complete thorough risk assessment to keep children safe and promote their health. This includes those relating to food preparation to minimise the risk of choking. They take appropriate action to address any identified risks. The manager and staff know a wide range of signs and symptoms that children make be at risk of abuse, neglect and extreme views. They understand the reporting procedures to the local safeguarding children's partnership.

What does the setting need to do to improve?

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

- monitor the quality of education precisely to identify where staff need further support in their teaching
- support staff to use what they already know about children to plan precisely for their learning and help them to build on their knowledge and understanding
- enhance arrangements for communication between staff when children have a new key person, so staff have a comprehensive understanding about children's achievements.

Setting details

Unique reference number	EY458254
Local authority	Shropshire
Inspection number	10294826
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	72
Number of children on roll	101
Name of registered person	Hazles Farm Child Care Limited
Registered person unique reference number	RP911217
Telephone number	07538972730
Date of previous inspection	19 April 2023

Information about this early years setting

Mulberry Bush Nursery registered in 2012 and is located in Shrewsbury. The nursery employs 20 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 2 and level 3. The nursery opens Monday to Friday, from 7.30am until 6pm, all year round. The nursery provides funded early education for two, three- and four-year-old children.

Information about this inspection

Inspector

Anne Dyoss

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 setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children interacted with the inspector during the inspection.
- 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 SEND.
- 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 carried out a joint observation with the manager.
- Parents shared their views of the setting with the inspector.
- 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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