

# Inspection of Mulberry Bush Day Nursery

Unit E & F, Troon Way Business Centre, Humberstone Lane, Leicester LE4 9HA

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Inspection date: 5 March 2024

<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 are happy at the nursery and quickly join in with activities when they arrive. They show they are confident as they warmly greet visitors to the nursery. Staff provide settling-in visits when children first attend the nursery, and, over time develop strong bonds with the children. Babies show they feel safe as they enjoy cuddles with staff members. Children behave well. They understand the daily routine and follow instructions, such as when staff ask them to remove their shoes. Staff teach older children to manage minor disagreements they may have with their friends. For example, they support children with turn taking when they use scissors to cut fresh herbs. Staff provide a selection of activities to help children to learn to understand their emotions and communicate these with others. Babies enjoy listening to familiar rhymes and copying the actions that staff make.

Children are becoming increasingly independent as staff provide a range of opportunities for them to practise their skills, such as serving their own snack and blowing their nose. Children feel confident to ask for help when they need support to pour their drinks. Young children enjoy listening to familiar rhymes and try to copy the actions that staff make. Children learn mathematical vocabulary, such as heavy and light, and what it means as staff teach them how to make scales balance when they weigh different objects.

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

- Leaders prioritise children becoming independent before leaving for school and learning how to be respectful towards others. Staff teach this well, and show they understand the importance of school readiness. Young children start to become independent as they help to put on their own coats and pull up the zips. Older children swiftly clear their plates away after lunch and tidy up after themselves.
- Staff have a robust understanding of risk assessments and how to keep children safe. Older children are proud to participate in a daily safety check of the garden, which helps them to identify dangers and keep themselves and others safe. Children show prior knowledge and learning when using the woodwork table. They talk about needing lots of space to use a hammer, and know that this could be dangerous if used incorrectly. Staff supervise these activities well.
- In general, children's communication and language are well supported. Staff teach older children new words, such as 'intricate' when they describe patterns that children design. Staff who work with young babies use sign language to accompany their thoughtful use of simple vocabulary and key phrases. However, some staff are not always consistent with their questioning techniques. They do not always ask open-ended questions, and at times, they do not give children enough time to think about their responses to a question before asking the next

one.

- Parents speak highly of the nursery. They appreciate the regular communication they receive from staff. Parents say they have a close relationship with their child's key person and enjoy the two-way flow of information. Staff provide workshops for parents to support them at home, such as potty training or toothbrushing.
- Staff support children to develop their physical skills. Younger children practise using their large-muscle skills and learn how to balance as staff teach them how to navigate across balance beams. Older children practise their small-muscle skills as staff provide opportunities for them to use pipettes to experiment with mixing different coloured water. Staff teach children to squeeze their fingers together to use tweezers to pick up small beads.
- Children with special educational needs and/or disabilities (SEND) are well supported. The special educational needs coordinator (SENDCo) creates detailed support plans which are tailored to the needs of each child. In addition, the SENDCo works closely with external agencies to make timely referrals, and seek guidance and support when needed. Staff who work specifically with children who have SEND are proud to talk about the progress that children have made.
- Staff ensure that children have a sense of belonging within the nursery and feel proud of their heritage. Staff who work with young babies learn familiar nursery rhymes and songs in children's home languages. Children are quickly comforted when they hear these songs if they become unsettled. Older children enjoy learning about their friends home lives including the food they eat and things they celebrate.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- support staff to use open-ended questions and give children more time to consider their responses to questions before moving on, to enable children to develop their thinking skills and extend their communication skills.

## Setting details

<b>Unique reference number</b>	EY346422
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10311750
<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>	86
<b>Number of children on roll</b>	83
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	0116 2223377
<b>Date of previous inspection</b>	9 April 2018

## Information about this early years setting

Mulberry Bush Day Nursery registered in 2007. The nursery employs 19 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rachel Barsby-Robinson

## 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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator 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 carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.

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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