

Inspection of Mulberry Corner Nursery & Preschool

Mulberry Corner Nursery, Mulberry Corner, Castle Lane, Chandlers Ford, Eastleigh,
Hampshire SO53 4PW

Inspection date: 23 September 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 know all the children well. They focus strongly on meeting children's individual care needs, consistently supporting their personal and emotional well-being. For example, when children arrive at the nursery, staff provide reassurance that successfully enables them to settle and feel secure. Children are motivated to learn and enjoy being at the nursery.

Overall, staff provide children with an ambitious curriculum. They use their good knowledge of children's individual needs to provide them with a wide range of interesting activities and resources that motivate them to explore and learn. For example, they teach children about the weather as they splash about in rain puddles while wearing waterproof suits and boots. Staff provide a wide range of activities that support children's sensory development. For example, they provide opportunities for children to crush and smell garlic and fresh herbs and to explore dried cereal and pasta mixed with cocoa powder.

Staff support children's mathematical development well. For example, they teach them to count toy dinosaurs and leaves in sand, extending this development as children enjoy counting the number of spikes on the dinosaurs' tails.

Staff have clear expectations for children's behaviour. They support children well to understand and manage their emotions. For example, together with other agencies and parents, they create and use plans that successfully gain children's cooperation and develop their social skills.

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

- There has been a change of ownership, and the leadership team has established good systems to oversee the quality of the provision and to support staff. Managers review the quality of children's care and learning and work well with staff to continually improve outcomes for children. For example, staff have recently adapted daily routines to improve transitions for children between lunchtimes and sleep times. As a result, routines now focus more on children's individual needs, and they are happier and more relaxed.
- The new leadership team has successfully implemented a number of changes that have improved outcomes for children. Managers coach and support staff to improve the curriculum overall, including the learning environment. For example, staff have created an outdoor art studio that supports children's creativity and provokes their curiosity to engage in art activities. Additionally, children now have access to an outdoor book area, which staff use to support children's literacy development further.
- Staff provide children with positive role models. They respond to the choices that

children make during their play and show interest in what they say and do. For instance, when children choose to play in a home corner, staff join in and introduce animal hand puppets that inspire children to use their imagination and talk.

- Overall, staff support children well to learn and use a wide range of vocabulary. For example, they teach older children about the meaning of words and words that rhyme.
- Staff provide some activities that support children's physical development well. For example, children enjoy music and movement, yoga and using equipment during outings to playgrounds. However, although children spend time engaged in these activities, staff do not focus on this area of development as strongly as other areas of the curriculum. Therefore, although children generally progress well in their physical development, they are not consistently challenged.
- Children develop useful skills for future learning. For example, staff skilfully develop children's concentration during group activities, such as story times. Children eagerly join in with parts of the stories they know. Staff build on children's interest in books to extend their learning further. For example, they help children to make a play bug house after listening to a story about insects.
- Children learn to behave well. For instance, staff explain to children what is going to happen next during routine events and use large sand timers to help them learn to take turns. They develop children's confidence and sense of pride, for example as they receive praise for their achievements.
- Staff successfully develop children's independence. For example, they help older children learn to serve themselves at mealtimes and to use safe knives to cut up fruit to eat at snack time. Children learn to work together to help tidy up the resources.
- Overall, partnerships with parents are strong. Staff provide a friendly greeting when parents arrive to drop off their children. They share information with all parents about their child's progress. However, they do not take steps to check that the information they share has been understood, for example by parents who speak English as an additional language. This does not fully support continuity between home and the nursery for all children.

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:

- strengthen the implementation of the intended curriculum to consistently extend

and challenge children's physical development

- enhance communication with parents so that information about children's progress is shared effectively with each family.

Setting details

Unique reference number	EY557428
Local authority	Hampshire
Inspection number	10364506
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	87
Number of children on roll	101
Name of registered person	Mulberry Corner Nursery LLP
Registered person unique reference number	RP557427
Telephone number	02380255170
Date of previous inspection	19 May 2021

Information about this early years setting

Mulberry Corner Nursery & Preschool registered in 2018. It is located in Chandler's Ford, Hampshire. The nursery opens Monday to Friday, from 8am to 6pm, for 51 weeks a year. There are 27 members of staff who work with children. Of these, 16 hold relevant childcare qualifications from level 2 to level 6. The nursery receives funding to provide free early education to children aged two and three years.

Information about this inspection

Inspector

Cathy Greenwood

Inspection activities

- The inspector viewed the nursery and discussed the safety and suitability of the premises.
- The manager and the inspector completed a learning walk and a joint observation together.
- The inspector observed how staff support children during indoor and outdoor activities and assessed the impact this had on their learning.
- The inspector spoke with parents, managers, staff and children 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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