

Mulberry Bush Nursery

Langton Green, EYE, Suffolk, IP23 7HL

Inspection date	26/02/2014
Previous inspection date	08/11/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are happy and settled in this warm and welcoming nursery. They develop exceptionally secure emotional attachments to staff and build friendships with other children.
- Partnerships with parents are highly effective as staff are committed to working together with them, to ensure continuity of care and learning for children. Parents are actively encouraged to remain involved in their children's learning in the nursery and at home.
- Observation and assessment of children's learning is used well to plan for their next steps. The quality of teaching is good. Staff have a good understanding of how children learn and plan effectively to promote a balance across the areas of learning.
- Playrooms are thoughtfully planned to create enabling environments for all ages of children. This promotes independence and supports children to engage in purposeful play. The baby room is particularly homely, with domestic as well as nursery furniture, helping children feel secure and develop a sense of belonging.

It is not yet outstanding because

- Staff do not consistently make the best use of outdoor play spaces to provide all children with regular opportunities to access outdoor play, fresh air and exercise, with particular regard to babies.

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Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the Baby Buds (children from birth to approximately 18 months), Buds One (children from approximately 18 months to two years), Buds Two (children from approximately two to three years) and Berries (children from approximately three to five years).
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector held a meeting with the nursery owner and manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plans.
- The inspector spoke to parents.

Inspector

Jacqueline Mason

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Full report**Information about the setting**

Mulberry Bush Nursery originally opened in 1996 and was re-registered in 2011 when it changed ownership. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery operates from converted farm buildings in Eye, Suffolk. There is a fully enclosed area available for outdoor play. There is also a covered swimming pool on site that is used in the summer months by older children. The nursery serves the local area and is accessible to all children. The nursery employs 19 members of childcare staff, including the nursery owner. Of these, 18 hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday all year round. Sessions are from 7.45am until 6pm. The nursery also provides an out of school and holiday club for school aged children. Children attend for a variety of sessions. There are currently 135 children on roll, 119 of whom are in the early years age range. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further**To further improve the quality of the early years provision the provider should:**

- make the best use of outdoor play spaces to provide all children with consistent opportunities to access outdoor play, with particular regard to babies.

Inspection judgements**How well the early years provision meets the needs of the range of children who attend**

Staff understand how children learn. They establish children's starting points on entry to the nursery, through discussion with parents and encouraging them to complete an 'on entry data sheet' that is focused on the areas of learning and what parents know about their child. This gives staff a good awareness of children's starting points. Staff undertake thorough observations, which are evaluated effectively to identify children's next steps. These are reflected in their planning to meet the unique needs of every child, ensuring that every child makes good progress in their learning and development from their starting point. Staff support all children to make good progress through child-initiated and structured activities. Activities are age appropriate and meet the interests and learning needs of children. The progress check at age two is carried out. Parents' views are sought and they are given a copy of the check. Parents are encouraged to remain actively engaged in their children's learning in the nursery and at home. Staff keep them informed about their children's achievements and progress and give them ideas of activities they can do with their children. Regular 'workshops' on Saturdays, for children and parents are

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well attended. These include activity days on subjects, such as bakery and dance and visits from a magician and animal man.

The quality of teaching and learning is good. Staff engage children in activities and there is a good level of interaction, including challenging children's thinking through the use of open-ended questioning. Staff talk to children about what they are doing and suggest ways to extend activities. For example, when children are painting at the painting easel staff chat to them about the colours they are using and extend the activity to include experimenting with colours to see what happens when two are mixed together. They respond with wonder as they mix blue and yellow together and make green. Older children have the option of attending weekly French lessons. They use French confidently during these lessons, using some words without prompting. Staff respond well to the babbles and gestures of babies and young children. They recognise the short concentration span of younger children and provide a range of activities for children to self-select. Younger children explore the environment confidently, knowing that a familiar adult is nearby and go to them for reassurance and a cuddle. Children's language development is further promoted through the use of songs and rhymes. They enjoy singing, confidently joining in with familiar songs and action rhymes and using musical instruments, to create sounds by banging, shaking and tapping. When outdoors children run and climb confidently on the nursery play equipment. There is a swimming pool on site. During the summer months a qualified swimming instructor comes in to take older children for swimming lessons, if parents wish for their children to participate.

Children enjoy stories in small and large groups. Babies snuggle onto the laps of adults to look at picture books together. Staff name the animals in the illustrations and encourage babies to repeat the word. This is followed up with the noise the animals make. Children laugh as they make the sounds. Older children enjoy looking at books independently and retell familiar and favourite stories, using the illustrations as a guide to the story. They understand that print carries meaning and have opportunities to see print in the environment, including print in languages other than English. Children attempt to write the letters of their first name and this is encouraged by staff. For example, they are encouraged to write their name on their artwork. Children write some recognisable letters. They show a good interest in electronic communication. They use the laptop and are able to follow simple programs without adult support.

The contribution of the early years provision to the well-being of children

Children's transition to being in the nursery is managed well, helping them to build strong emotional attachments to staff. An effective key person system is well established. Each child is allocated a named person to take responsibility for their daily well-being, plan for their learning and development and build positive relationships with parents. They gather useful information from parents when children first attend the nursery, ensuring that established routines are shared and continued, promoting continuity of care. As a result, children develop a strong sense of belonging. They are happy and settled in this warm, caring environment. Children are well prepared for the next stage in their learning because transitions within the nursery are good. Children are prepared well and fully supported by

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their key worker to progress from one room to the next. They are helped to develop the necessary skills which helps them embrace new experiences with confidence.

Children generally behave well. Staff act as good role models and treat children with genuine regard and respect. Consistent boundaries are in place to help children know what is expected of them. Children are helped to play harmoniously together and have respect for each other's needs and feelings. They mostly share and take turns with popular resources. Good behaviour and individual efforts are valued and praised. Children benefit from a wide range of play materials to support their learning and development. Toys are stored at low level to enable children to choose what they want to play with, promoting their sense of belonging and independence. Playrooms are thoughtfully planned to promote all areas of learning and to create enabling environments for all ages of children. The baby room contains domestic as well as nursery furniture, promoting the room as a 'home from home' environment. This helps children feel secure and develop a sense of belonging.

Older children move freely between indoor and outdoor spaces, promoting fresh air, exercise and supporting a healthy lifestyle. However, babies do not have such consistent opportunities to be outdoors. The garden is well planned and supports all areas of learning. Children learn about healthy eating through planting and growing their own vegetables in the nursery vegetable garden and learn about caring for others as they care for the pet rabbits. Children demonstrate that they manage their own personal hygiene needs relative to their age, such as taking themselves to the toilet and washing their own hands. There are good arrangements in place to help children learn to keep themselves safe through everyday routines, such as keeping themselves safe when on outings.

The effectiveness of the leadership and management of the early years provision

The nursery premises are safe and secure to protect children from intruders. Thorough risk assessments are carried out, to ensure that hazards to children are identified and steps taken to limit risks so that children can play safely indoors and outdoors. Staff fully understand their responsibilities to safeguard the welfare of children. They have a good awareness of the signs and symptoms of abuse, to help them recognise when children may be at risk and know how to report concerns. Following a recent notification to Ofsted a telephone interview was conducted. Ofsted found that the provider did not follow the Local Safeguarding Children Board procedures. This is a breach of requirements. However, following this incident the setting's safeguarding policy has been reviewed and updated, to ensure that robust procedures are followed that are in line with Local Safeguarding Children Board guidelines. The recruitment procedures for new staff follow the 'safer recruitment' guidelines and a record is maintained of suitability checks. An effective system of supervision and appraisal is well-established, to help identify the strengths and areas of weakness of staff and plan for their professional development. These all help to ensure that staff continue to be suitable to work with children. Staff are supported in delivering the learning and development requirements and the quality of teaching and learning is effectively monitored, to ensure that it is meeting children's individual needs.

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Staff are enthusiastic and motivated. They are led by a management team that has a good understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. They are committed to providing a good quality of care, learning and development for all children. Self-evaluation takes into account the views of staff, parents and children. Regular 'quality assurance' questionnaires are sent out to parents and the results of the responses are collated and acted upon. For example, in response to parents' comments the tea menu was reviewed, with more emphasis being put on a hot slightly more substantial meal being served. Staff within each area of the nursery critically review their own rooms and put in place action plans to bring about improvements that will have a positive impact on children's learning. Management also has an action plan for development that is challenging, achievable and promotes continuous improvement.

Staff have exceptional relationships with parents. Partnerships are friendly and trusting and parents value the 'professionalism' of staff. They are extremely happy with the care that their children receive and feel 'secure in the knowledge' that they can leave their children in the nursery and not have to worry about whether their children's needs are being met or if their children are happy. Parents report that their children 'love coming to this nursery' and often do not want to go home. They would recommend this nursery to anyone. Good systems are in place to keep parents fully informed about the nursery and staff give parents full feedback each day about what their children have been doing. Good links are made with external agencies and other settings that children may attend. This ensures that concerns about children's well-being, learning or development are quickly identified and managed, to support children to make the best possible progress that they can.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

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Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY426108
Local authority	Suffolk
Inspection number	953412
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	58
Number of children on roll	135
Name of provider	Mulberry Bush (Eye) Limited
Date of previous inspection	08/11/2011
Telephone number	01379 871 412

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

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and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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M1 2WD

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