

Inspection of Mulberry Bush Nursery Whitefield

Mulberry Bush Nursery, Sefton Street, Whitefield, MANCHESTER M45 7ET

Inspection date: 16 May 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children enjoy playing and learning at this setting. They form strong attachments with their key person which helps them to feel safe and settled. Children of all ages develop their knowledge and skills as they explore the well-resourced environments. Babies develop their fine-motor skills as they explore baskets of everyday objects. Pre-school children develop their imaginations through craft activities. Children access the outdoor area daily where they have opportunities to develop their physical skills. For example, children build obstacle courses, dig in sand and dance with ribbons. Children benefit from positive interactions with staff and make good progress in their learning.

All children are encouraged to make their own choices. For example, babies select which resources they would like to add to the water tray, beaming as they choose a rubber duck. Pre-school children vote on which rhyme or story they would like to read each day. This helps to build children's confidence and encourages a love of reading.

Children behave well. They know the rules and what is expected of them. For example, children pass around a small toy to show that it is their turn to speak, listening intently to one another. Staff have high expectations of all children. They give children responsibilities, such as being a lunchtime helper. This helps to develop children's self-esteem.

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

- Staff assess children to identify strengths and gaps in their learning. They use this to inform their planning for each child. Staff know what their key children need to learn next. They follow children's interests, teaching them as they play. Children develop their phonic knowledge through a planned curriculum, which helps to prepare children for school. All children, including those who receive additional funding, make good progress in their learning.
- Provision for children with special educational needs and/or disabilities (SEND) is excellent. Additional adults form strong bonds with children. Staff set targets for children which build upon what children already know and can do. The leadership team is passionate about supporting children with SEND. Staff take part in training and source external support so that they can help children with SEND to achieve the best possible outcomes.
- At times, children are not able to focus on their learning due to the loud noises around them, such as when other children prepare to go outside. Staff do not effectively evaluate the impact this has on children's learning. This means that children become distracted and cannot fully concentrate on their activities.
- Children demonstrate some independence skills, such as serving their own meals

and pouring their own drinks. However, children's independence is not fully promoted. For example, staff in the pre-school room frequently help children to take their coats off and put children's wellies and shoes on for them. Toddlers have their noses wiped for them. Children do not always have chances to develop these skills independently.

- Children behave positively towards one another and are confident learners. They develop resilience when they come across challenges. For example, as babies stack rings, adults encourage them to keep trying. They persevere until they achieve their aim, showing great pride in their accomplishments.
- The setting has good partnerships with parents. Parents value the daily conversations they have with staff. Babies have a communication book that they take home with information about their day. Staff regularly communicate with parents so that parents know what their children are working on and how to support this learning at home.
- Staff well-being is made a priority by the leadership team. Staff receive regular supervision meetings which help to identify any further training staff need or want. A mentor system is in place to support newer staff members. Staff take part in activities, such as yoga, to promote their mental health. Staff feel fully supported in their roles.
- The leadership team is passionate about the work they do. The team reflect on feedback from staff, parents and children in order to evaluate their practice. This helps them to identify ways that they can improve the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Staff know about different types of abuse and what warning signs to be alert to. They know the procedures for reporting safeguarding concerns. Staff risk assess the environment to help them to keep it safe. For example, they put towels down when babies splash in water to prevent the floor from becoming slippery. Staff read dietary requirements aloud before each meal to ensure that all staff and children are aware of children's individual needs. The setting is secure. Parents use a fingerprint system to enter the setting. The setting is committed to training all staff in paediatric first aid.

What does the setting need to do to improve?

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

- consider how staff manage the environment during transitions so that all children are able to focus fully on their learning
- further promote children's independence skills by allowing them more opportunities to carry out tasks by themselves.

Setting details

Unique reference number	EY415329
Local authority	Bury
Inspection number	10129199
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	56
Number of children on roll	98
Name of registered person	Mulberry Bush Nursery Limited
Registered person unique reference number	RP910910
Telephone number	01617665742
Date of previous inspection	15 January 2016

Information about this early years setting

Mulberry Bush Nursery Whitefield registered in 2010. The nursery is open from 7.30am until 6pm, Monday to Friday, all year round. It employs 20 members of childcare staff. Of these, two hold an appropriate early years qualification at level 6, one at level 5, two at level 4, nine at level 3 and two at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amanda Richards

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the nursery and has taken that into account in their evaluation of the nursery.
- The managers and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- Staff talked to the inspector at appropriate times during the inspection.
- 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.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager provided the inspector with a sample of key documentation.

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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