



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN 154888**

**DfES Number: 558908**

### **INSPECTION DETAILS**

Inspection Date 08/12/2003  
Inspector Name Annette, Marie Carter

### **SETTING DETAILS**

Day Care Type Full Day Care  
Setting Name Mulberry Day Nursery  
Setting Address Boyn Hill Avenue  
Maidenhead  
Berkshire  
SL6 4ET

### **REGISTERED PROVIDER DETAILS**

Name Child Base Ltd.

### **ORGANISATION DETAILS**

Name Child Base Ltd.  
Address C/O Jenny Hill, Mulberry Day Nursery,  
9 Boyn Hill Avenue  
Maidenhead  
Berkshire  
SL6 4ET

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Mulberry Day Nursery is part of a chain of thirty Child Base Day Nurseries and opened in June 2001.

The nursery is located close to the centre of Maidenhead on a residential road.

There is easy access to the M4, M40 and is situated close to Maidenhead train station.

The nursery serves the local community and beyond. There are currently 102 children on the roll, and the nursery accepts children from six weeks old. This includes 13 funded three year olds and 6 funded four year olds. The setting supports children with special needs and for whom English is an additional language. At the time of the inspection there were no children attending with special needs.

The nursery is open weekdays from 07:30am to 18:30pm throughout the year with the exception of public and bank holidays.

The nursery has access to four base rooms, plus an office, a parents room, a sufficient number of toilets, a laundry, a kitchen with two employed cooks, and a secure outdoor play area.

Fifteen full-time staff work with the children, and two student trainees. Eight members of staff are qualified to level 3. The setting receives support from a teacher/mentor from Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Mulberry Day Nursery provides good quality care for children. All aspects of the provision are well organised, and effective use is made of the staff, space and resources to ensure that all children are well cared for. Children are grouped appropriately and the space is organised effectively to promote children's development and safety. Staff are guided by an agreed set of policies and procedures which they understand and consistently apply. All of the relevant

documentation is in place.

High priority is given to ensuring children's safety and appropriate precautions are taken to safeguard children and minimise potential risks. Snacks and meals are healthy and nutritious and meal times are used effectively as a learning opportunity to encourage social skills and expand language and communication.

Sufficient challenges are provided in all areas of learning. The staff plan and provide a wide range of interesting and stimulating opportunities which promote children's thinking, creativity, knowledge and development. Staff are effective in extending children's understanding engaging them in conversation, and allowing sufficient time to fully explore and investigate resources. There is clear planning of babies' activities and individual routines are respected. Children behave well and respond positively to the staff and the setting routines. Staff use praise and encouragement effectively to promote good behaviour and self-esteem.

The group works in partnership with parents in order to promote the child's well-being and encourage continuity of care. Parents are welcomed into the setting and feel their contribution and involvement is valued. Policies and procedures are effectively shared with parents and good systems exist to keep them well informed of all aspects of their child's care and development.

#### **What has improved since the last inspection?**

Not applicable

#### **What is being done well?**

- Effective use is made of the space, staff and resources to facilitate independent learning.
- The prepared environment allows children to move confidently, independently and safely. The outdoor area is used particularly well, introducing children to a range of outdoor play experiences.
- Staff and systems used place high priority in ensuring children are kept safe and potential risks are minimised.
- Staff have a secure knowledge and understanding of the children's individual needs, which they cater for appropriately.
- Snack times are used effectively as a learning opportunity.
- Staff value the children as individuals and are sensitive to their needs.
- Parents are welcomed into the setting and the system adopted for feedback encourages a two-way flow of information, knowledge and expertise.

#### **What needs to be improved?**

- the knowledge of the designated person for child protection, to ensure they are familiar with local Area Child Protection Committee (ACPC) procedures.

**Outcome of the inspection**

Good

**CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

**WHAT NEEDS TO BE DONE NEXT?****The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
13	ensure the designated person for child protection is familiar with local Area Child Protection Committee (ACPC) procedures

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Mulberry Day Nursery provides high quality nursery education where children are making very good progress towards the Early Learning Goals, in all six areas of learning.

Teaching is very good. Staff's good knowledge of the foundation stage, enables them to plan an interesting and stimulating range of activities. The outdoor area is an excellent resource providing a wide range of stimulating experiences on a daily basis. Staff know children learn best through practical experience, and teaching methods encourage children to engage in conversation, explore and investigate. Plans indicate clear learning intentions which are based on observations and evaluations of what the children can do. This system enables staff to continually plan the next steps in children's learning and provide sufficient challenge for a range of abilities. However at present written plans do not fully reflect the very good range of practical activities which staff provide to promote mathematical development.

Relationships are good, children respond positively to staff and behave well. There are currently no children with special educational needs, but systems are in place to provide good support.

Leadership and management are very good. Much of the success of the setting is due to a well-structured management system and effective team work. The new manager has settled into her role well and provides good support for the team. There are good opportunities to attend regular training which contributes to staff's ongoing development. Good systems are in place to evaluate practice, which demonstrates a commitment to continuous improvement.

The partnership with parents is very good. Effective measures are in place to ensure parents are kept informed of the educational programme and the progress their child is making. Staff give parents ideas for activities to carry out at home, and parents are encouraged to share their observations with staff and share in their child's learning.

### What is being done well?

- Children's personal, social and emotional development is very good. They are keen to learn and can work both independently on self initiated challenges, and in group situations.
- Children are confident speakers and use language purposefully in their play. They initiate conversations with others and use dialogue effectively and imaginatively to describe their creations.
- Children demonstrate well developed computer skills and show very good mouse control. They can work independently on simple programmes and are

confident in this area.

- The outdoor environment is well organised and provides a wealth of opportunity. Children explore and investigate, plant and dig freely, and are involved in a range of stimulating experiences which covers all areas of learning.
- Staff set suitable challenges for all children, which maintains the children's interest and enthusiasm. Children are given time to explore and apply their learning.
- Parents are encouraged by staff to be fully involved in their child's learning. Many regularly share observations with staff and this information is used effectively to inform planning and extend children's learning.

#### **What needs to be improved?**

- Overall there are no weaknesses but a point for consideration is:
- to ensure written plans indicate the full range of practical activities which promote and contribute to children's development in Mathematics.

#### **What has improved since the last inspection?**

Not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show excellent levels of independence in selecting and carrying out activities as well as regularly seeking out others to share experiences. They are keen to learn and show great enthusiasm. The children respond positively to staff and behave well, forming good relationships with peers and adults and showing growing consideration for others. Evidence in the form of photos, and planning documents show that children regularly explore cultures and beliefs through practical activities.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have very good language and communication skills. Language is used purposefully to initiate conversation, ask questions, describe thoughts, feelings and creations. Children are beginning to experiment and identify words that rhyme, and show a developing awareness. Children have a great interest in books, and are aware that illustration and print carry meaning. All children are beginning to write for a variety of purposes, and the more able children form recognisable letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show a great interest in numbers and counting and many count to ten and beyond. They are effective at using mathematical language for comparison and to describe quantity, size and shape during practical activities. Children show increasing confidence in solving practical problems, some of which are initiated by themselves during their play. Written plans indicate less attention is given to this area of learning, but despite this practical evidence shows children are developing well.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children confidently and frequently talk about past and present events in their lives, and the lives of others. They are curious and show interest in a range of natural resources. Children benefit from a well planned outdoor environment which provides a wealth of opportunity. They skilfully and purposefully construct and design to represent their own ideas using a range of materials. Children also demonstrate very well developed computer skills and can work independently on simple programmes.

## **PHYSICAL DEVELOPMENT**

Judgement: Very Good

All children negotiate space effectively and show a good awareness of others. They engage in a variety of activities involving hand-eye coordination, and demonstrate very good skill and control. Children move confidently and purposefully, with good control to create intended movements. Many have very good balancing and climbing skills, and enjoy using large equipment. They are also exploring the importance of exercise and keeping healthy, which involved them listening to their heart rates.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children express their creativity effectively through a variety of sensory activities, and using a wide range of materials, tools, and equipment. They use their imagination well and are keen to enter into dialogue about their creations. They enjoy music and singing sessions and successfully memorise words and actions and move imaginatively to music. Children are also developing a very good awareness of colour, and communicate this effectively in their drawings and paintings.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

### **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- ensure written plans indicate the full range of practical activities which promote and contribute to children's development in Mathematics.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*