

Mulberry Bear Day Nursery and Pre School

Inspection report for early years provision

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| Unique reference number | 141798 |
| Inspection date | 21/06/2011 |
| Inspector | Cordalee Harrison |
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| Type of setting | Childcare on non-domestic premises |

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Mulberry Bear Day Nursery and Pre-School opened in 1988. A committee of volunteers manages the provision. It operates from purpose built premises that are located on the Open University complex at Walton Hall, Milton Keynes, Buckinghamshire. The provision is comprised of a baby unit, toddler and pre-school aged area, office, staff room, kitchen, toilet and washing facilities for children and adults. The baby unit is self-contained and includes a sleep room, nappy changing facilities and its own outdoor play area. The area for the toddler and pre-school children is divided into four. All have easy access to the toilet, as well as nappy changing and washing facilities. A secure outdoor area is available for older children's outdoor activities. The provision opens from 8.30am until 6pm, Monday to Thursday, and from 8.30am until 5.30pm on Fridays, 50 weeks of the year. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 54 children in the early years age group may attend, of these, no more than 28 may be under two years at any one time. Currently, there are 66 children in the early years age range on roll. The provision is in receipt of funding for nursery education for three-and-four years olds. The provision supports children who speak English as an additional language. The provision employs 22 members of staff. The manager holds a BA honours degree and Early Years Professional Status. A vast majority of other staff hold qualifications ranging from levels 2 to 4 in childcare and education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision is bright and inviting, child-initiated activities are at the centre of children's learning experiences. It is the foundation of their daily activities in all areas of the provision and this promotes inclusion very well. Across the provision, children are confident in their interaction with staff. Through the process of self-evaluation, the provision identifies areas for improvement; however, all aspects of process are not fully developed. The provision is working hard to achieve continuous improvement; they have addressed all recommendations from the last inspection. Training is a high priority for the provision; they recognise that this is a key element to improve the provision for children's welfare and learning.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review the process of self-evaluation and make sure it includes improvement processes as the basis of ongoing internal review to consistently drive improvements in all areas of the nursery
- further develop strategies to fully engage parents in the learning and

development aspects of arrangements for children

The effectiveness of leadership and management of the early years provision

The provision safeguards children and promote their learning and development to high standards. For example, safe recruitment practices ensure that all staff are fully vetted. All staff have completed safeguarding training in respect of child protection matters. They are clear about the procedure to manage child protection issues. They know the designated child protection officer, and there is information to help staff to understand their role in the protection of children. Management and staff are knowledgeable about the different aspects of safeguarding. They use safe procedures and practices for the management of children's medication, accidents and health conditions. The provision uses risk assessments and hazards checks effectively to create and maintain safe environments for children indoors and outside. Safe procedures are in place for children's arrival and departure. To assure children's safety, senior staff strictly monitors access to the provision. Documentation required is in place, they are accurate and up to date.

Children eat balanced and nutritious food across the provision. Their food is given to them in ways that appropriately reflect their stage of development and in a manner that is safe. There are clear procedures for the management of children's allergies and special diets. In general staff supervise the children closely, and especially at meals times, this ensures that all of the children enjoy their food. Children eat well and staff maintain a record of what they eat. They share the food record with parents and use it to make sure that every child eats sufficient throughout the day. Overall, standards of hygiene in the provision are high all areas are clean and well presented. To reduce cross infection staff use good hygiene practices and they wear protective clothing, when changing nappies and dealing with food. However, the manner in which the linen that the toddlers use is stored provides opportunities for cross infection.

The leadership and management is driving improvement well overall through training, policy reviews and self-evaluation. For example, there is a rolling programme for training to ensure that staff retain current knowledge of issues such as inclusion, behaviour management and first aid. The provision makes good use of most of its resources. For example, an excellent range of good quality play resources is readily accessible for all children to use independently. All areas of the provision are equipped to reflect the users age and stage of development and a highly qualified manager supervises staff. Through self-evaluation there is acknowledgement that there are areas for improvement. They recognise that they do not make the most effective use of the outside area to maximise children's learning, and that there is more to do to fully engage parents in the learning and developments arrangements for children. However, the use of self-evaluation is not fully developed, because improvements identified are not always followed through with a plan of action to ensure that they take place in a timely manner. The provision has a very positive attitude to promoting equality and it welcomes children regardless of background, culture or ability. Overall the provision's interaction with parent is positive, they are careful to follow parents guidance to

facilitate their preference for children. No other professionals are involved with the children's currently. However, the provision is building strong partnerships to support children's transition into fulltime education and they are making good community links with other early years settings in the locality.

The quality and standards of the early years provision and outcomes for children

Staff plan activities well across the provision. Learning intention and the next step are identified clearly, for the older children. This ensures that they achieve a good balance of child-initiated and adult-led activities, particularly when they are indoors. Planning for the younger children is not as detailed. However, staff consistently identifies the next step for these children and this ensures that they engage with them and support their learning appropriately towards the early learning goals.

Children across the provision have many opportunities to initiate-play and develop their individual learning styles. Children are becoming confident communicators, from the babies who smile to engage with others and cry to alert others to their needs. Older children ask questions to gain information and talk freely to introduce themselves and their friends. They talk about things that are familiar and important to them such as, who are their parents are and who will collect them. The very well resourced provision makes it easy for children to sustain their interest. For example, the babies increase their mobility as they crawl and shuffle around the room to explore the range of toys, including, mirrors, shakers and interactive play centres. Staff sit their level and implement the activity plan because they know the next step for individual children.

Children get lots of physical exercise each day they make use of the outdoor area and its equipment. This promotes their health and contributes positively to their understanding of healthy lifestyles. They develop different groups of muscle coordination and balance, as they climb, balance, run, jump and ride and use a range of large equipment. They develop spatial awareness, learn to share and take turns. They learn to negotiate and solve problems as they make decisions such as who is to do the chasing, and how many of them can fit in the den. The well resources provision encourages children who are able to take some responsibility for their personal needs, such as to use the toilet and to wash and dry their hands independently, to drink water when they need it. Younger children learn that their needs are important, because staff are responsive to them and attend to their needs promptly. Effective use of most recourse to support children makes it easy for them to achieve and enjoy and to make positive contributions.

Older children use tools such as scissors, knives, and forks and spoons daily, such equipment helps them to develop fine movement and to learn new skills in seamless ways. For example, they show their increasing competence as they feed themselves, cut paper into the shape they want for their creative activity, manipulate the mouse computer mouse, and interactive play centres. Children experience a wide range of creative activities and use them to extend their

learning experiences across all areas. For example, they extend their learning about living things as they draw and recreate the bugs and insects from the mini beast topic. They dress up to be super heroes and princesses and play creatively in the role-play area. Children use their imagination to put that they are learning into context and to demonstrate that they are learning many useful skills for the future. Children behave very well and the freedom with which they express themselves and interact with staff across the provision is a very good indicator that they feel safe and included.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 3 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 2 |

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met