

Mulberry Tree Kindergarten

Cromhall Village Hall, Talbot's End, Cromhall, South Gloucestershire, GL12 8AJ

Inspection date	10/02/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Children's safety is significantly compromised because the provider and staff demonstrate a poor understanding of potential hazards whilst walking outdoors to children's safety. Consequently children are at risk.
- Risk assessment procedures are ineffective and do not identify steps to minimise risk or consider adult to child ratios.
- Systems to self-evaluate practice have failed to identify weaknesses in the procedures for outings.

It has the following strengths

- Partnerships with parents and carers are positive; they are warmly welcomed and are kept appropriately informed about their children's time at the setting.
- Resources are to a good standard and are stored in low-level units. Consequently, children can make choices about what they would like to play with.

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 large playroom.
- The inspector took account of the views of the parents spoken to on the day.
- The inspector spoke with the provider, staff and children at appropriate times throughout the day.
- The inspector looked at evidence and qualifications of the staff and the written policies that were available on the day.

Inspector

Julie Swann

Full report

Information about the setting

Mulberry Tree Kindergarten registered in 2013 and operates from Cromhall Village Hall, in Cromhall, South Gloucestershire. Children have access to a large hall, toilets and kitchen. They have access to outside areas through regular outings. The group is part of an independent school and this registration is to enable them to care for two-year-olds. They registered in 2013 and are on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting follows the Steiner educational philosophy. The group is open term times only on Mondays to Thursdays. Sessions for children under three years old are from 9.30am until 11.30am, extending to 2.30pm. Children over three years old receive free nursery education between 9.30am and 2.30pm, which can be extended from 9am until 2.45pm without receiving free education. Parents have the option to leave their children for a full day session from 9am to 3pm. The group accept free early education for children aged two years. The group currently have one child on roll. There are currently two members of staff, who have appropriate childcare qualifications. There is an assistant, who can help when numbers require.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the supervision of children to ensure their safety is not compromised, especially when outdoors walking
- improve the risk for outings and identify the steps to minimise those risks in particular adult to child ratios

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

- improve self-evaluation to ensure all aspects of children's welfare and safety is promoted, especially on outings.

Inspection judgements

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

The educational programme is based on the Steiner Waldorf approach to learning and is exempt from the learning and development requirements of the Early Years Foundation Stage. The kindergarten provides some effective learning experiences for children. However, staff do not supervise children effectively on outings and this seriously compromises children's safety and welfare. Staff do not teach children how to behave near

traffic and this puts them at significant risk.

Nonetheless, children happily arrive and settle quickly. There is a wide range of resources for children to choose from and play with and children know where all resources are stored. All resources are easily accessible to children and they independently choose what they would like to play with. Adult-led activities are also provided and children enjoy sewing with staff, engaging in conversations and sharing information about their families.

Children enjoy playing with large blocks of wood in the construction area. They concentrate and cooperate whilst they create their own structures from the wood. This supports children to develop their imaginative skills and handle construction materials safely and with increasing control.

Children enjoy looking at books with their friends to promote their personal, social and emotional development and their love of reading. Younger children are beginning to develop early reading skills by matching sounds and letters. Children enjoy making coloured pictures during the painting activity sensitively supported and extended by staff who use the knowledge they have about children's interest and ability. For example, a child's interest in a 'space rocket' and 'boat' is extended by staff to promote the child's communication skills through play. Staff respond with interest and excitement to children's play and follow their lead to help them to explore new ways of doing things and to solve simple problems for themselves. Children help to tidy away the toys and resources, practise fire drills and become familiar with the procedures as they learn how to leave the premises quickly and safely. This promotes some aspects of their safety.

Staff engage with parents about their child's learning. Regular information is obtained, about where parents feel their child is in their development. Staff talk to parents about their child's progress and their development records are always available for parents to see and comment upon.

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

Systems to keep children safe and well are inadequate. The provider is not sufficiently vigilant about ensuring children are kept safe and this puts them at risk of significant harm. Staff fail to notice and understand the risk posed by various hazards whilst outdoors. For example, on outings staff do not supervise the children well enough. They do not notice when a child walks into the road as vehicles pass. The child was stopped from stepping into the road by the inspector, but the incident goes unnoticed by staff. Children are happy and use the space indoors as they choose activities. Parents say their children really look forward to going to kindergarten and they form close bonds with the kind and caring staff. There is a welcoming, family environment and most children settle well and parents are confident to leave them. Children learn to behave well because staff ensure they have secure routines and know what is expected of them. For example, they know that they must wash their hands before they sit at the table to eat. Staff provide opportunities for children to take on responsibility, which successfully helps them to develop their self-esteem and confidence. For instance, children blow out a candle which

is placed safely in an enclosed candle holder in the middle of the table at snack time. They talk proudly about their learning books which are displayed. Children are taught to take an interest in each other's lives which helps them to be accepting of one another. Staff practise the fire drill regularly with children so they become familiar with this procedure. Sound settling-in procedures are in place when younger children begin attending the kindergarten. They make a number of visits, based on their individual needs, before staying for the whole session. Good quality information is gathered from parents, such as specific dietary needs, medication, routines and comforters. This ensures there is continuity in children's well-being and welfare needs. Children are equally well prepared for the move to school. For example, staff provide summaries to ensure there is continuity in children's learning and development.

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

Although the provider and staff team have appropriate training, they are not sufficiently alert to issues for safety whilst outdoors. Risk assessments were not available on the day of inspection and staff fail to implement the safeguarding and risk assessment procedures. These failures to safeguard children mean that the nursery is not meeting the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage or the requirements of the Childcare Register.

Appropriate recruitment and selection procedures are in place to assess staff suitability, and staff are not allowed unsupervised access to children until all checks are completed. Requirements for staff to child ratios are met to the minimum requirement and staff ensure that children are supervised whilst indoors at all times. Most required documentation and records available, such as information on accidents, are kept up to date and in satisfactory order. Methods used for self-evaluation identify the kindergarten's future priorities for improvement. For example, the provider has recently received new storage cabinets and is in the process of having new gates fitted outside. However, self-evaluation has failed to identify the lack of supervision on outings. Staff have developed good links with the local school and external agencies, such as, the local early years advisor.

There is a good relationship with parents, which contributes to children's well-being and sense of belonging. Parents speak highly of the setting and the staff, stating that they are kept well informed about children's progress. They feel confident about raising any concerns with staff that they might have. Inclusion is effectively addressed as secure arrangements have been established to work alongside other professionals to ensure that a child is supported in accordance with their different needs. A range of written policies are provided for parents and these appropriately reflect the ethos of the nursery.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Not Met

The requirements for the voluntary part of the Childcare Register are

(with actions)

Not Met (with actions)

To meet the requirements of the Childcare Register the provider must:

- ensure that children receiving childcare are kept safe from harm (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure that children receiving childcare are kept safe from harm (voluntary part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register).

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.

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	EY463703
Local authority	South Gloucestershire
Inspection number	927945
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	1 - 2
Total number of places	1
Number of children on roll	1
Name of provider	The Mulberry Tree Steiner Early Years Group
Date of previous inspection	not applicable
Telephone number	01285 831463

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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

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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