

The Mulberry Bush

Bitterne Park

Witts Hill, Southampton, Hampshire SO18 4QG



Inspection date	8 May 2019
Previous inspection date	18 October 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The setting has significantly improved since the last inspection. The management team has successfully implemented training for staff about the importance of the key-person role. This has a positive impact on children's emotional well-being.
- The management team works closely with staff to evaluate the effectiveness of the setting. They continually review their action plans to identify and implement continuous improvements. For instance, a review of babies' and younger toddlers' needs has resulted in a successful reorganisation of their play areas. This has helped to increase their confidence and independence.
- Children with special educational needs and/or disabilities (SEND) are well supported. Staff work very closely with parents and other professionals to help ensure that children's needs are quickly identified and targeted teaching is promptly implemented. This helps staff to provide continuity of care and learning for children.
- Children who speak English as an additional language are well supported. For instance, some staff read stories to children in home languages as well as English. This helps children to make connections in their learning.
- Parents speak extremely highly about the care and learning that their children receive. They say that their children have come on in leaps and bounds since starting at the nursery. Parents are provided with numerous ways for them to be actively involved in their children's learning and development.
- At times, staff are overly enthusiastic in providing answers for children. For instance, they do not always give children enough time to consider and reply to questions themselves.
- On occasions, staff do not adjust their teaching during planned activities as quickly as possible in order to help younger children fully extend their language skills.

What the setting needs to do to improve further

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

- provide older and more-able children with time to process questions and allow them to think about their own thoughts and ideas in response to these
- build on the monitoring of staff practice with more rigour to enhance staff's knowledge, such as how to extend younger children's language skills, and to raise the quality of teaching to a higher level.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning. She spoke to the children, the management team and staff at appropriate times.
- The inspector completed joint observations of activities with members of the management team.
- The inspector looked at samples of children's records. She looked at a range of other documents, including the safeguarding policy and procedures.
- The inspector took account of the views of parents through discussions with them and by reading their written comments left with the provider.

Inspector

Maura Pigram

Inspection findings

Effectiveness of leadership and management is good

Since the last inspection, there have been changes to the well-qualified management team and some new staff have joined the setting. They are all committed to continually making improvements. For instance, the management team has focused their attention on strategies to ensure staff have a deeper understanding about their roles and responsibilities when caring for children. Staff are now more aware about health and safety and the impact to children's well-being. Staff continually risk assess all areas to ensure that they are suitable for the children. The arrangements for safeguarding are effective. The management team and staff have a secure understanding of child protection procedures. Staff know who to contact if they are concerned about children's welfare. The manager works closely with the provider to ensure that robust recruitment, vetting and supervision procedures are followed. New staff are well supported to understand the setting's policies and procedures.

Quality of teaching, learning and assessment is good

Following the last inspection, the management team and staff have reviewed how they plan for children's learning. Staff now place a stronger focus on following children's interests. They complete observations and assessments. The manager completes regular checks on children's progress and helps staff to develop a deeper understanding about these. Staff provide a variety of interesting and stimulating play experiences across the nursery and they join in with children's play to help them learn. For instance, babies and toddlers watch in wonder as the staff blow bubbles and talk about where these are floating to. Staff help older children to extend their imagination and teach them how to safely use tools, such as scissors. They have fun pretending to be hairdressers and firefighters. Staff provide a range of sensory play for younger children, such as paints and foam. This helps to support their early mark-making skills.

Personal development, behaviour and welfare are good

The key-person system is effective. Staff have a secure understanding about children's emotional development and the impact this has on their overall progression. They are very attentive to children's needs. Staff caring for babies, show caring qualities and comfort them throughout the day. As a result, children are happy, settled and feel secure. Children behave well and are respected as individuals. Staff provide different-aged children with opportunities to mix with each other in the impressive outdoor play areas. They gain fresh air and learn how to keep themselves safe when negotiating slopes. The cook and staff ensure that the nutritious meals provided adhere to dietary requirements.

Outcomes for children are good

All children progress well from their starting points. They gain the skills they need to move on to the next stage of their learning or school. Children are confident and eager to learn. Babies and toddlers confidently select resources that interest them. Older children readily speak to visitors, explaining what they plan to do. Younger children are gaining independence skills and join in with stories. Children count items during their play and complete jigsaws to support their mathematical understanding.

Setting details

Unique reference number	EY558049
Local authority	Southampton
Inspection number	10082882
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	98
Number of children on roll	100
Name of registered person	TMB Day Nurseries Limited
Registered person unique reference number	RP902423
Date of previous inspection	18 October 2018
Telephone number	01489583130

The Mulberry Bush Bitterne Park registered in 2018. It is one of two nurseries owned by TMB Day Nurseries Limited. The nursery is open from 7.30am to 6pm, Monday to Friday, throughout the year. There are 21 staff employed to work with the children, 15 of whom hold relevant qualifications at level 2 or above. The manager holds early years professional status.

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