

# Mulberry Corner Day Nursery

Inspection report for early years provision

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**Inspection date** 16/02/2010  
**Inspector** Lorraine Sparey

**Setting address** Mulberry Corner, Castle Lane, Valley Park, Chandler's Ford,  
Eastleigh, Hampshire, SO53 4PW

**Telephone number** 023 80255170

**Email**

**Type of setting** Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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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*.

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## **Description of the setting**

Mulberry Corner Day Nursery opened in 1992 and is privately owned. It operates from six rooms in a single storey building in Chandler's Ford. The nursery serves mainly the local area.

The setting is registered on the Early Years Register for a maximum of 50 children. There are currently 69 children on roll. This includes 43 children who are in receipt of nursery education funding. Children attend for a variety of sessions and the setting supports children who speak English as an additional language.

The nursery operates five days a week, all year round, and is open from 8am until 6pm.

A team of 11 staff and the owner work directly with the children, 10 of whom are qualified in early years. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children's uniqueness is valued as they thrive and flourish in the extremely inclusive and child-centred environment. High quality resources, stimulating activities and well planned play opportunities ensure that children are extremely motivated in all areas of their learning. Skilled staff work closely with parents and other early years professionals to ensure children make rapid progress in their learning and development. The setting has made very good progress since the last inspection ensuring high quality care and provision for all children.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- develop further children's understanding of supporting their own health.

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

Children are extremely well safeguarded because there are rigorous and robust recruitment and vetting procedures to ensure that all adults are suitable to work with the children. They undertake detailed induction, regular appraisals and training opportunities both in-house and externally to ensure their knowledge and practice is up to date. Staff attend safeguarding training to ensure every member of staff is clear about potential signs and symptoms of abuse. There are highly effective procedures to follow in the event of a concern being raised. All required documentation is well organised and all staff demonstrate good knowledge of the

policies and procedures and records which ensures the smooth running of the setting.

There are highly effective monitoring and evaluation systems in place to ensure that excellent quality care and education is provided at all times. Management and staff complete the Ofsted self-evaluation, parents' surveys are undertaken on a regular basis and children are encouraged to be involved in all aspects of their nursery and pre-school. Regular meetings and visits with other early years settings and local schools provide opportunities to share good practice and monitor their own provision. The owner is very proactive in attending events such as the Nursery World conference to look at new resources and ideas. For example, at the last conference she purchased inflatable shapes that the children can build into different shapes. During the recent cold weather the children built an igloo.

All staff place a high emphasis on working closely with parents and carers and respect their knowledge of their individual children. Highly effective communication systems ensure that they have time on a daily basis to share information. Parents state that they value the quality of the staff team and the wide variety of activities that their children participate in. They feel totally included in their child's care and education. Parents appreciate the setting allowing them to take their child's records home to share with other family members. The setting has excellent procedures to ensure that they liaise closely with other early years settings that the children attend. They value and respect everyone's knowledge of individual children's learning to maintain a cohesive approach.

Children have access to an extensive range of high quality resources, including resources that support children's awareness of diversity. Even the youngest children are confident to freely select toys and equipment. Staff work hard to create an inclusive and welcoming environment and have high expectations for the children to achieve. Consequently, children are extremely motivated in their learning. Each child has two key workers to ensure that a familiar adult is working with them at all times. The play space available is used effectively to meet the needs of the children. There are various areas within the nursery that children move through to maintain their interests and vary their play opportunities. There is an extremely well resourced garden and staff and children are in the process of creating a secret garden and a working garage. The setting provides wet weather clothes and ponchos to ensure that children can use the outdoor area in all weathers.

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

Children are extremely confident and eager to come into the setting. They separate with ease from their parents and quickly become involved in activities and play opportunities of their choice. Staff provide high levels of support but are skilled at encouraging children to be independent and develop their own games. A child invites a visiting adult to join in their play. They confidently explain they are making a chocolate cake and encourages the visitor can be responsible for cooking it. They talk about looking at the clock to know the correct cooking time. Children

interact well with their peers and show consideration throughout the setting. Children participate in activities tailored to their individual needs and interests. Staff clearly know the children well and effectively plan the next steps in their learning, for example, a child shows interest in cooking. Their key person ensures that they have opportunities to further develop their interest by using kitchen utensils and saucepans to make music. They plan various cooking and role play activities to enhance their learning. Younger children enjoy going into the garden, collecting water for their pretend frogs. Excellent resources and props are used to stimulate children's interest in books, singing and musical instruments.

Children quickly gain a sense of belonging to the setting through a wide variety of methods. They know they can display their own creative achievements on the gallery wall. They take their own photographs and then use the talking photograph album to record their messages about their photo. Children have their own peg and confidently self-register in their key groups. They use the computer and CD player with confidence.

Staff have clearly embraced the Early Years Foundation Stage framework and have worked hard to ensure that the learning opportunities come directly from the children. Staff complete observations, sharing this information with parents and inviting them to make comments and keep staff updated of their children's changing interests at home. There is an excellent balance of child-initiated play and adult-led play. Staff had been talking with the children about growing and how they could develop a secret garden. Children look at various herbs and talk about how they smell and taste and record their own ideas. Other children enjoy measuring themselves on a height chart on the wall and drawing their portraits.

Children have an excellent understanding of safety issues. They confidently talk about what to do in an emergency. A child tells a visiting adult 'When you hear the whistle you have to go outside because it's a fire drill'. Other children tell the adult to be careful because there has been some water spilt on the floor and they may slip. Staff give good explanations for the younger children to increase their understanding of staying safe. Children use equipment safely, for example, several children pretend to mend the garden fence with real hammers and other tools. Children follow good hygiene practices. They automatically wash their hands after playing in the garden, using the toilet and before eating. The majority of children are confident to find a tissue when they need to blow their noses. However, they are not always encouraged or reminded to wash their hands at this time. Children enjoy healthy and nutritious snacks and their understanding of healthy lifestyles is extremely well supported. They are encouraged to think about the importance of exercise and the different foods our bodies need to grow.

Children's behaviour is exemplary. They are extremely polite and well mannered and are developing excellent relationships with their peers and the staff. Children confidently talk about their families and show interest in each other's. A child talks with the children and staff about becoming a big brother to their new baby sister. Everyone shows a genuine interest in what the child is saying. Staff are extremely good at praising children and use a wide variety of methods to support children's understanding of right from wrong.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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