

Inspection of The Mulberry Bush Pre-school

Fernside Avenue, Almondbury, Huddersfield, West Yorkshire HD5 8PQ

Inspection date: 26 April 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive eager to start their day at this inviting, engaging and stimulating pre-school environment. They receive a warm welcome from the kind and attentive staff team. Staff quickly establish trusting relationships with the children and know them and their individual needs well. This helps children to feel valued and supports their emotional well-being.

The manager and staff have developed a curriculum that promotes children's confidence, curiosity and builds on their love for learning. Staff use children's current interests and next steps to create a vibrant and exciting learning environment. For example, children learn about three-dimensional shapes, such as cylinders, cubes and spheres. Staff extend learning and challenge the children to use their writing pads and draw the shapes they see. The impact of staff's quality teaching is seen in the rapid development that children make.

Children behave well and are extremely kind and caring towards one another. Staff act as positive role models for children. They encourage children to follow the rules of the pre-school. For example, children are rewarded with stickers for their efforts. Staff praise children for their good behaviour. This helps children to learn what is expected from them and supports their self-esteem and confidence well.

What does the early years setting do well and what does it need to do better?

- The outdoor areas are a particular strength of the pre-school. Children enjoy lots of time outdoors in the garden and forest school area to support their physical skills and well-being. Staff understand the positive impact of outdoor learning for children. For example, they share ideas and suggestions with children as they build a tent together. Children use real tools to hammer pegs into the ground to secure the tent. Children engage in imaginary play as they collect sticks for their campfire to cook sausages and hot chocolate.
- Staff support children to develop their early independence well. Children independently choose from the wide range of available resources and activities at the pre-school. For instance, they find their name cards for self-registration and self-serve their food at snack times. Children independently put on their coats and boots to go outside and sit and listen during group times. This prepares children well for their next stage of learning.
- Children with special educational needs and/or disabilities are supported very well. Timely referrals are made when gaps in children's learning and development start to emerge. The special educational needs coordinator is knowledgeable regarding her role and works with key persons to develop children's individual education plans. Staff work closely with the local authority and parents to ensure that children receive targeted support. This helps all

children to make good progress.

- There is a strong sense of community that runs throughout the nursery. The manager prioritises staff's well-being. Staff are knowledgeable and skilled in caring for children and helping them make good progress. They express that they feel supported by the manager and describe their team as 'one big family'. Staff benefit from supervision sessions and daily meetings. However, not all staff are aware of their individual targets for development or complete training, besides the mandatory.
- Parents are warmly welcomed in the morning and staff establish effective partnerships with them. Staff understand the important role parents play in their children's learning and development. They talk daily to parents and have an online app, where they share information and photos. Staff suggest home learning ideas and activities. For example, children have recently worked together with their parents at home to make Easter eggs from recycled boxes. Parents speak highly of the staff and the support they have offered their children.
- The manager and staff develop strong relationships with the local schools that children will attend. They support children's move to school through these partnerships. For instance, children become familiar with the school by trying on their uniforms, looking at photos and having conversations together. Teachers visit the children in the pre-school to get to know them in familiar surroundings. This supports children's eventual move to school very well.
- Overall, the curriculum for communication and language is well implemented by staff. Children communicate well and have good language skills from an early age. Staff share stories, sing songs and model new words to the children consistently. Popular books are incorporated well into the weekly planning to inspire children to learn. However, on occasion, some staff do not give children the time to think through questions that are asked of them.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- explore opportunities for staff's professional development to raise their practice to an even higher level
- provide children with more time to answer questions, to fully promote their thinking skills and extend their learning even further.

Setting details

Unique reference number	2696640
Local authority	Kirklees
Inspection number	10341119
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	29
Name of registered person	The Mulberry Bush Pre-School Limited
Registered person unique reference number	2696639
Telephone number	07979 485816
Date of previous inspection	Not applicable

Information about this early years setting

The Mulberry Bush Pre-school re-registered in 2022 due to a change of ownership and is located in Huddersfield, West Yorkshire. The pre-school employs eight members of childcare staff. Of these, seven staff hold appropriate early years qualifications; one is at level 4, five are at level 3 and one is at level 2. The pre-school opens Monday to Friday, from 7.30am to 3pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Cowton

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The managers and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector spoke to parents and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children communicated with the inspector during the inspection.
- The inspector spoke with the manager about the leadership and management of the pre-school.
- Staff spoke to the inspector during the inspection.

We carried out this inspection 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.

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