

Inspection of The Mulberry Tree Day Nursery Ltd

Kingsmead school, 6-12 Bertram Drive, Wirral CH47 0LL

Inspection date: 25 October 2024

Overall effectiveness	Good
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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

The provider has created a friendly and cosy, home-from-home environment that children are eager to attend. Staff form close relationships with all children and offer an abundance of support to the families of children that attend. This helps to build respectful relationships. Staff recognise quickly when children feel overwhelmed and offer support and reassurance. They get to know all children well and support their individual needs effectively. Staff help children to share and turn-take. When children have disagreements, staff respond and help children to resolve these. As a result of this support, children demonstrate good behaviour and a mature approach.

The nursery provides a curriculum that is ambitious for all children. The emotional development of children is particularly well supported. Staff have established a 'positivity club' in which they spend time talking to children about emotions and how they feel. Staff are considerate; they validate how children feel and talk to children about their own emotions. They introduce a variety of new words, such as 'grateful' and 'worried', to extend children's vocabulary and help them explain themselves. Children learn breathing techniques to help calm them if they feel 'upset' or 'angry'. Staff support children to use positive words to describe themselves and others. Children state they are 'kind, strong and caring'. This approach helps children feel confident and secure.

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

- The provider's curriculum for communication and language is designed to help children to learn new skills. Children are mostly well prepared for the next stage in their learning. However, staff sometimes ask children questions in quick succession. Children do not have time to think and formulate a response. This approach does not consistently help develop children's emerging conversational skills.
- In the main, children have positive attitudes to learning and are eager to take part in adult-led activities. However, staff do not ensure that they adjust the delivery of the curriculum, when needed, to help all children build on what they already know and can do. This means some children become disengaged and, as a result, their learning is not fully extended during these times.
- The procedures for identifying and supporting children with special educational needs and/or disabilities (SEND) are a strength of the nursery. Staff track children's development closely to identify any gaps in learning. Targeted screening assessments are carried out. This tailored support for children with SEND helps them to make continued progress in their learning.
- Staff plan well to provide experiences for children that they may not otherwise get. Children regularly visit a local nursing home and enjoy social occasions with

the residents. Families make food hampers that staff and children donate to a local food bank. These experiences support children to embrace the local community and develop responsible attitudes.

- Staff incorporate mathematical learning experiences into children's play. They introduce words, such as 'long', 'short', 'empty' and 'full', to help extend children's knowledge of mathematical vocabulary. Children demonstrate their understanding as they use these words in their play. For example, they discuss if a plank is long enough to fit a gap in the track used for the cars. Children are developing the mathematical skills needed for the next stage of their learning.
- Staff chat to children about the healthy foods that the nursery chef provides. Children take part in regular dance and sports sessions. They know that exercise helps to support healthy lifestyles. This supports children to develop positive attitudes for the future and promotes children's overall well-being.
- Partnership working is effective. Staff work closely with local schools to share information and create seamless transitions for children. Parents receive information about children's next steps in learning. This helps parents to extend children's learning at home.
- Children show good levels of independence for their age. They self-register on arrival, select their fruit at snack times, and serve their lunch independently. Children access the water fountain throughout the day, carefully pouring their own drinks. As a result, children build their resilience and confidence by completing tasks for themselves.

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:

- provide support for staff to help them to strengthen the delivery of all aspects of the intended curriculum.

Setting details

Unique reference number	2690359
Local authority	Wirral
Inspection number	10360160
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	3 to 4
Total number of places	42
Number of children on roll	27
Name of registered person	The Mulberry Tree Day Nursery Limited
Registered person unique reference number	RP560355
Telephone number	0151 632 0555
Date of previous inspection	Not applicable

Information about this early years setting

The Mulberry Tree Day Nursery Ltd registered in 2022. The nursery employs eight members of childcare staff. Of these, seven hold an appropriate early years qualification at level 3. The nursery opens Monday to Friday from 7.30am to 6pm, all year round with the exception of bank holidays. The nursery provides funded early education for three- and four-year-old children. An out-of-school club operates from 7.30am to 9am and from 3pm to 6pm during term time, and from 8am to 6pm during school holidays.

Information about this inspection

Inspector

Deborah Magee

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want the children to learn.
- The children told the inspector about what they like to do when they are at nursery.
- The inspector talked to the staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector completed a joint observation with the manager.

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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