

# Inspection of The Mulberry Bush at Casterton

Casterton Sedbergh Preparatory School, Casterton, Carnforth LA6 2SG

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Inspection date: 27 February 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 Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy at this positive, caring nursery. Staff prioritise building warm and loving relationships with children from the moment they start attending. They know children well and validate their feelings in everyday situations. For example, when children struggle to share resources, adults talk about how this makes each individual feel. Children confidently reach out to adults for support and comfort when needed. Staff respond positively and calmly to reassure them. Children of all ages feel safe and secure.

Children benefit from the range of experiences that staff provide. They are keen to practice their new skills and talk about what they have learned at nursery. For instance, children explain that runner beans need sunlight and water in order to grow. Children carefully use scissors to make creations with dough. All children, including those with special educational needs and/or disabilities (SEND) make good progress from their starting points.

Staff support children well to manage their emotions. They talk to children about the importance of taking turns and help them to resolve minor disagreements that arise. Staff praise children when they spot them being kind. Overall, children behave well and play alongside each other positively.

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

- Staff know children well and are clear about what they intend for them to learn. They plan activities that target children's next steps in their development. Staff consistently use their interactions with children to extend their knowledge and skills. For example, as children play with toy dinosaurs, staff ask them what foods dinosaurs like to eat and where they might live. Children make good progress in all areas of their learning.
- Leaders place reading at the heart of this nursery. Staff frequently read aloud to children and make links to the books that they have previously read. Children of all ages listen intently as staff read to them. Babies turn the pages as they explore books independently. Older children enjoy reflecting on the story after it has been read, and answer questions about the characters. Children are developing a love of reading.
- Overall, children with SEND are well supported and make good progress from their starting points. The newly appointed special educational needs and disabilities coordinator is knowledgeable and understands the needs of the children at the nursery. Leaders make referrals for support from external agencies when this is needed. However, these referrals are not always made in a timely manner to help children to continue to make good progress in their learning.

- Children benefit from being immersed in a language rich environment. Staff engage children in meaningful conversations and introduce new vocabulary. For example, as children look at tadpoles in the tank, staff explain what a magnifying glass is and how to use it to see the tadpoles more clearly. As babies explore different fruits, staff use words such as 'sour' when asking children about the taste of the lemons. Children's speech and language development is promoted well.
- Staff support children to live out the nursery's values to be creative, curious, courageous and caring. They support children to focus for long periods of time and to test out their own ideas in their play. However, at times, staff do not consistently reinforce the setting's rules. For example, not all staff help children to understand the expectations about running across the room where other children are engaged in activities. This does not support children to be able to consistently follow these expectations.
- The provider has good oversight of the quality of the nursery and effectively targets areas for improvement. Leaders support staff to undertake their roles and to improve their knowledge and skills. Staff morale is high and their well-being is actively promoted.
- Children's physical development and health is a priority at this nursery. Staff ensure that children have daily access to fresh air and eat nutritious meals during the day. Children have many opportunities to develop their small and large muscles. Babies gain confidence to walk as staff roll a ball and encourage them to follow it. Older children develop their core strength as they climb across tyres and carry large wooden blocks. Staff support children's physical skills well.

## Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is 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:**

- strengthen the processes of making timely referrals to other agencies, so that children with SEND can continue to make good progress in their learning
- support staff to consistently help children to understand the expectations for their behaviour and the impact of this on others.

## Setting details

<b>Unique reference number</b>	EY481764
<b>Local authority</b>	Westmorland and Furness
<b>Inspection number</b>	10327037
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Robinson, Claire Elizabeth Catherine
<b>Registered person unique reference number</b>	RP909509
<b>Telephone number</b>	01524 938277
<b>Date of previous inspection</b>	17 October 2018

## Information about this early years setting

The Mulberry Bush at Casterton registered in 2014 and operates from within the grounds of Casterton Sedbergh Preparatory School. The nursery employs 13 members of childcare staff. Of these, 10 hold appropriate qualifications at levels 3 or above, including four staff who hold level 6 qualifications. The nursery is open Monday to Friday, from 7.30am to 6pm, for 51 weeks of the year. The nursery provides funded early education for two- three- and four-year-old children.

## Information about this inspection

### Inspector

Liz Dayton

## 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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to 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 special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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