

Fig Tree Day Nursery

Inspection report for early years provision

Unique reference number	EY423162
Inspection date	28/05/2012
Inspector	Diane Ashplant

Setting address	12 - 14 Mowbray Close, Frankley, BIRMINGHAM, B45 0ES
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Type of setting	Childcare - Non-Domestic

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Fig Tree Day Nursery was registered in 2011 and is managed by a private company. It operates from two floors of converted premises in Frankly, Birmingham and all children have access to a fully enclosed area for outdoor play. The nursery opens Monday to Sunday all year round and sessions are from 6am until 8pm. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register to care for a maximum of 42 children at any one time, of whom no more than 36 may be in the early years age range. There are currently 28 children on roll of whom 23 are in the early years age range. The setting also provides out of school care. The nursery provides funded early education for three- and four-year-olds.

There are 10 staff employed to work with the children. Of these, half hold appropriate early years qualifications at Level 2 and Level 3 and the rest are working towards a relevant early years qualification. The nursery receives support from the local authority. The nursery has Giant African land snails and an African pygmy hedgehog.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled and their welfare and learning and development are, in the main, soundly supported. Staff show appropriate regard for children's safety and well-being and provide an inclusive environment for all children. The staff work as an effective team and are encouraged to undertake a range of training to support continuous development. However, their systems of self-evaluation are not yet fully implemented to identify all areas of development. Most of the required documentation for the safe and efficient management of the setting is in place. Partnership with parents works well and there are some links in place to support outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure there is an effective safeguarding children policy and procedure in place which must include the procedure to be followed in the event of an allegation being made against a member of staff (Safeguarding and promoting children's welfare).
- 18/06/2012

To further improve the early years provision the registered person should:

- review systems to ensure rooms are maintained at a temperature which ensures the comfort of the children and staff, including non-mobile children
- improve the use of reflective practice and self-evaluation to identify strengths and prioritise development that will improve the quality of provision for all children
- review the planning and organisation systems to ensure opportunities are maximised so that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the staff have a sound understanding of their role and responsibilities to protect children from possible harm or neglect and the need to pass on concerns appropriately. Some staff have attended training and safeguarding practices are also discussed at induction and often in staff meetings. There is a safeguarding policy drawn up which parents and staff are asked to read. Although this does not include the required information on action to take in the event of an allegation made against staff, managers are very clear about what they should do. Staff are alert to hazards and have taken appropriate action to protect children well from these both inside and out. The children are cared for in a generally healthy environment where staff carry out and record regular cleaning routines. However, although some attempt is made to open small windows, there is insufficient temperature control in certain rooms which means children's welfare is not fully protected in hot weather.

The staff work well together and present a relaxed and happy team with managers often working alongside them so they can offer support and get to know the individual children. Regular staff meetings ensure that information is shared and discussed and there are sound procedures for recruitment and selection to ensure the suitability of the adults who work with the children. The nursery meets the minimum requirement for qualified staff while all other staff are undergoing National Vocational Qualification training and are also booked on a range of other core training to further support their knowledge and practice. Although the nursery is part of the local authority quality assessment scheme and has begun to use parent questionnaires, their systems for routine self-assessment are not yet fully established which means that some areas of development may not be identified.

The nursery provides a welcoming environment where children of different ages mix together and can access different rooms for a variety of play opportunities. They have an indoor 'beach and garden area', as well as, access to an enclosed outdoor area and they do have some opportunities to move between these as staff ask for their choices or make suggestions. Staff work together with parents to ensure they are aware of children's individual routines and any specific health or dietary needs and information is recorded with photos on the board. Although there are currently no children with specific needs staff are aware of how to ensure they are appropriately supported and to liaise with other professionals who can offer additional support and advice. Staff had made some links with the Children's

Centre and school opposite and routinely try and speak with the teachers when they collect children from their classes.

Partnership with parents is working well and information is shared both verbally as they settle in with the support of their key worker and through the welcome prospectus and information on the noticeboards. Staff are friendly and approachable and share the day both through discussion, photographic displays of children engaged in activities and also through the daily diary in which parents are encouraged to write their own comments. Newsletters are sent out and parents meet with their child's key worker at the open day when they discuss their progress and view their development folders and summative reports.

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

The nursery provides a variety of opportunities to encourage children's play and learning and staff engage with them to support their overall welfare. During the day children are taken to access the different activities in the various rooms, such as, the messy play room upstairs or the indoor garden for physical play. Children are learning about safety as they respond to reminders from staff to play carefully or walk sensibly up and down stairs or as they take part in routine fire evacuation drills. They have some independent access to drinks and these are taken outside by staff so children keep hydrated in the warm weather. Children's health is supported as they enjoy a range of food cooked on the premises which is balanced and nutritious and also have a variety of healthy snacks. Children are encouraged to play well with others and to share toys and staff use appropriate strategies to manage challenges which may arise. Children are developing their social skills as they help to tidy away toys or initiate hand holding as 'we are friends'. Some assist their playmates in routine tasks, like hand washing and offer them encouragement for a task well done. Children are beginning to learn about the wider world through a selection of resources and displays which reflect positive images and by participating in craft activities connected to different festivals.

For some parts of the day children are cared for together as a larger group so that staff have a range of needs and abilities to meet and support. This is carried out in a caring and mostly attentive manner, although not all opportunities to maximise children's learning or to use activity sessions to support and challenge their individual abilities are effectively used, which may impact on their individual progress. There is a general daily routine which involves children's self-selection from different items which staff set out on tables around the room. These free-play times are balanced alongside small group activities, often using the different rooms, where children benefit from more individual interaction with staff and their development is encouraged through questions and prompts. Children are developing their early language skills and some are becoming confident talkers as they converse with staff or join in songs and nursery rhymes. They are developing a love of books as they select their own or listen to stories read by staff in small groups.

Children are starting to use their reasoning and problem-solving skills as they build

and assemble with the wooden bricks and other construction toys or try to find out what shape fits in the puzzles. While they play in the sand they begin to see how it changes as water is added or identify shapes, such as the heart, which they make with the shape cutters and then show where this is in their body. Children develop their creativity and imagination as they role play in the playhouse or make designs with paint and glue. Both staff and children enjoy 'extreme messy play' sessions when they make colourful patterns and designs on paper spread all over the floor with many different utensils.

Children enjoy making robots out of cardboard boxes or discuss how to make certain colours as they mix the paints. They make music with the different instruments and explore their senses as they feel the various textures. Children benefit from space to move around and exercise limbs and develop coordination as they use the hobby horses, practise their walking skills with push and ride toys or use the slide in the indoor garden. Outside in the garden they run around, play with balls or use the different equipment. They have some opportunities to develop their computer skills and are learning about nature as they watch how to feed and care for the snails and hedgehog.

Staff have a suitable understanding of the benefits of allowing children to explore their environment and learn through play. They offer spontaneous care and provide cuddles for the tired child or gently help babies feel secure enough to start exploring their environment. Staff observe children and get to know their individual interests which they sometimes include in the daily planning. They record their spontaneous observations on the notice board and also do routine photo observations which they link to the different early learning stages. Initially, long term planning offered the same activities for all children around themes and topics, but staff have realised that this does not properly support child-led learning or children's individual needs and are now beginning to focus more on differentiation and planning around the individual child. The children's development folders are shared with parents on meeting days and a report is provided to show how they have progressed.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met