

The Fruit Tree Day Nursery

Clemance Hall, 3 - 15 Brisbane Street, LONDON, SE5 7NL

Inspection date

Previous inspection date

07/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- The family atmosphere and effective key person system mean children are well settled, happy and care about each other.
- Nutritious and diverse homemade meals support children's good health.
- The staff are calm and caring which promotes a relaxed and nurturing environment.
- The effective partnership with parents makes a strong contribution to meeting children's needs and preparing them for their future learning.
- Sensitive observations identify the achievements of each child and are used well to understand their interests and to inform the planning.

It is not yet outstanding because

- Although there are many play resources available, the organisation of some resources such as crafts and materials to make things, mean children are not always able to make choices in this area of their play.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the children participating in activities and interacting with staff in both play rooms and outside.
- The inspector sampled records and documentation relating to children's progress and development, safeguarding, staff records, self-evaluation and communication with parents.
- The inspector observed the daily routine and practice and discussed the organisation and management of the service with the manager and providers.
- The inspector discussed risk assessment with the manager and inspected the areas used by the children.
- Parent's views were taken into account through interviews during the inspection.

Inspector

Denys Rasmussen

Full Report

Information about the setting

The Fruit Tree Day Nursery Ltd registered in 2012. It currently operates on the ground

floor of a community church building, located in Camberwell within the London Borough of Southwark. Children have access to two main play rooms and there are separate toilet and bathroom facilities for children and staff. There is an enclosed outdoor play area. In addition, a kitchen and office are also located on the ground floor. The nursery is open each week day between 7.30am and 6pm for 50 weeks of the year. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently 18 children on roll and of these 17 are in the early years age range. There are eight members of staff working with the children, including the manager. There are sufficient qualified staff. Three staff have a qualification at level 3 and the manager is working towards a degree. There are three apprentices at different stages in their learning and one staff member who attends college and is working towards a qualification. The setting supports children learning English as an additional language. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- improve the availability of a wide range of craft media and materials, in the pre-school room, to further promote children's choice and skills in expressive arts and design.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Systems to find out children's starting points with parents are very effective. As a result staff have an accurate assessment of children's prior skills, knowledge and understanding on entry to the nursery. A baseline assessment is completed after the child has been attending for six weeks and a progress tracker is used to clearly show children's good progress given their starting points. Parents are kept well informed of their child's progress. They are encouraged to support and share information about their child's learning and development at home to ensure a consistent approach. A synopsis of the child called 'marvellous me' is completed using sensitive observation and photographs which are linked to the seven areas of learning. This gives parents an attractive and informative overview of their child's progress. It also clearly demonstrates that staff have a secure knowledge of the characteristics of effective learning and child development. Staff use their knowledge about the children's development and their interests effectively

to provide activities and experiences for their future learning.

Children are well supported in the acquisition of communication and language skills. They enjoy singing and choose which song they want to sing by taking a prop out of the song bag. Story telling is enhanced with the use of props and children often look at books and confidently tell the story. Children's vocabulary is increased through their interests. For example, they discuss the squirrel they have spotted in the garden. Babies enjoy babbling, increasingly experiment with sounds, and create personal words such as 'yum yum'. Staff tune in to the different messages young babies are attempting to convey. They then repeat and model language to help young children to build sentences.

Children learning English as a second language are well supported. Actions and objects are used during singing activities to support children's understanding. Parents are encouraged to record their voice talking in their home language for their children to listen to. Parents are asked for words in the child's home language, which the staff use alongside English. These are displayed on the wall for easy reference. Children are learning about the natural world when they study the wormery in the garden and plant tomatoes. They explore natural objects on the interest table such as pinecones, straw, shells and bark. They re-enact their own experiences and use their imagination when they role play in the bakery and make up games with their friends.

Babies enjoy lots of sensorial and tactile activities. They experiment in the cornflour and paint with their hands. They skilfully climb into a large basket full of material and gleefully wave the material in the air and feel it on their skin. They practice their physical skills when negotiating the climbing equipment by wriggling their bodies over it and climb in and out of a large box. They experiment with sounds when using the instruments and snuggle up with their key person when listening to a story. Children enjoy their time at the nursery and eagerly participate in stimulating and challenging activities. They thrive in the positive and encouraging atmosphere, where they make choices in their play and build close relationships with each other and staff.

The vast majority of practice is based on a secure knowledge and understanding of how to promote the learning and development of young children. However, the organisation of the environment does not fully optimise every opportunity to promote children's expressive arts and design skills, because some art and craft materials are not always available. Children have good opportunities to practice their physical skills through exciting games. For example, the parachute game helps them to focus on parts of their body and they learn to shake the ball off the material by shaking their arms while skilfully holding the material. They play body tension activities that support stretching and reaching. They learn concepts such as underneath when they run under the parachute and on top when they throw the ball onto the parachute. They learn to collaborate, position themselves and follow instructions that help to promote their social, communication and mathematical skills. Children are active and enthusiastic learners. They are well prepared for the next stage in their learning and transition to school.

The contribution of the early years provision to the well-being of children

Children's sense of well-being is effectively supported by the calm and caring staff who provide a nurturing environment. The family atmosphere and effective key person system helps children to form secure attachments. As a result, children settle well and confidently explore the nursery environment. Children's behaviour shows they feel safe in the setting. They approach staff for cuddles and play harmoniously together. Positive imagery within resources and attention to detail such as providing skin tone crayons supports children's self-esteem and helps them to embrace differences.

Staff have realistic expectations and a positive manner which supports children to behave well. Children are learning about their own safety through activities that support their understanding of risk. For example, they learn about being safe in a car when they play with a teddy in a car seat. They manage their own personal needs such as washing their hands encouraged by pictorial instructions. They competently dry their hands and put the paper towels in the bin. After snack time children help each other to clear away the cups and are secure in the consistent routines.

Healthy lifestyles are promoted when children are provided with nutritious meals and snacks that are cooked on the premises. Staff talk to the children about foods that are good for them and a popular desert is the colourful fruit platter. Children are further encouraged to eat healthy food through creative presentation. Children eagerly choose to play outside in the fresh air and have lots of fun accessing the good range of activities and equipment that support their all-round development.

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

Leadership and management systems are good and all the requirements of the Early Years Foundation Stage are well met. Comprehensive written policies and procedures support the good practice within the nursery and ensure the nursery is run efficiently and safely, protecting children's welfare. Good organisation, robust recruitment processes, consistently implemented procedures and careful supervision mean children are well protected. They play safely in the safe, secure and welcoming environment. The manager is very knowledgeable and motivated and provides clear leadership to ensure that staff are fully focused on the needs of children. Effective self-evaluation systems inform the nursery development plan which is aligned to local and national early years initiatives. The manager involves parents, staff and children in seeking new ways to enhance the quality of the nursery and improve outcomes for children. For example, staff notice children want to sign the register in the lobby with their parents so they have provided a book for the children to 'sign in'. They also plan to develop this interest by displaying a fruit tree where children can self-register using their name card. The manager has a good overview of the educational programme to ensure it provides a broad range of experiences to help

children make good progress. She monitors the planning and assessment to ensure it is consistent with children's skills, abilities and progress. An effective programme of professional development implemented by the manager is helping staff to improve their knowledge, understanding and practice.

Children do not presently attend other settings but staff are well aware of the importance in establishing partnership working to meet children's needs. The effective partnership with parents makes a significant contribution to meeting children's needs and preparing them for their future learning. Parents have good information about the service through informative notice boards, correspondence, written documentation and daily discussion. They also have useful information about the areas of learning and development and are shown the links between the way in which their child learns and what they learn. Documentation given to parents provides suggestions of how they can support their child's learning at home. Parents are very happy with the service provided and comment on the friendly and caring staff. They report their children are really happy to attend and they provide excellent food. Parents comment that their children are really progressing since attending nursery particularly in speech and social skills.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an

acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

Not Met The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY441320
Local authority	Southwark
Inspection number	797831
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	36
Number of children on roll	18
Name of provider	The Fruit Tree Day Nursery Ltd
Date of previous inspection	Not applicable
Telephone number	0207 701 5522

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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