

The Fruit Tree Day Nursery

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

Inspection date	03/10/2013
Previous inspection date	07/11/2012

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The management team are not meeting all the Statutory Framework for the Early Years Foundation Stage requirements and the Childcare Register. The safeguarding policy is not rigorously followed by the nursery and designated lead practitioner and therefore children are at risk.
- Management do not always provide prompt and comprehensive inductions and therefore children do not receive consistent practice from all staff.
- All staff are not effectively supported to implement the behaviour management policy or adequately supported by the designated lead practitioner for this, to provide a consistency approach for all children.
- The self-evaluation and monitoring systems are not fully effective in identifying all areas that require improvement.
- Children are not consistently helped to understand the consequence of their actions as staff do not explain what they want the child to do, rather than say 'no' or 'be careful'.

It has the following strengths

- Children enjoy a wide range of activities, which helps them to make satisfactory progress in all seven areas of learning.
- Staff help children develop good self-care skills and consequently children manage their own toileting needs, wash and dry their hands with minimal support.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 activities throughout the nursery both indoor and outdoor.
- The inspector held meetings with the manager/owner.
- The inspector looked at documentations, including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector also took account of the views of parents spoken to on the day.

Inspector

Marvet Gayle

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 35 children on roll, of these, 17 are in the early years age range. The nursery receives funding for the provision of free early education to children aged three and four. There are 11 members of staff working with the children, including the manager. One member of staff has Early Years Professional and nine have a relevant childcare qualification to at level 2. 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 meet the requirements of the Early Years Foundation Stage the provider must:

- strengthen all staff knowledge and understanding of safeguarding issues to ensure that suitable procedures are implemented in line with the Local Safeguarding Children Board (LSCB)
- ensure that the practitioner designated to take lead responsibility for safeguarding children in the setting has the necessary skills and has the skill to liaise with the appropriate agencies, provide support, advice and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue as required
- Ensure that the behaviour management policies and procedures are implemented effectively and that the named lead practitioner has the necessary skills to advise other staff on behaviour issues
- ensure that all staff receive prompt induction training to help them understand their roles and responsibilities. Induction training must include information about emergency evacuation procedures, safeguarding, child protection, the provider's equality policy, and health and safety issues
- improve the system for self-evaluation and use this to drive future improvements by identifying the settings strengths and weaknesses accurately and taking appropriate action to address weaknesses identified at previous inspections

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

- further support children's understanding of the consequences of their actions on others, for example, through clearer explanations.

Inspection judgements

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

Children make satisfactory progress in all seven areas of learning because staff have a sound understanding of how young children learn. They provide a range of interesting and challenging experiences, which engage the children. There is an established key person system in place and this helps staff to get to know children's individual needs. Parents provide a range of information and staff use this to provide the basis for establishing children's starting points. This enables staff to plan for individual children's progress from their first day in the nursery. As a result, children settle quickly because their learning needs are understood well and generally well met.

Children's language development is effectively supported through staff asking skilful questions and showing a genuine interest in what children have to say. However, staff do not consistently support children's understanding of the consequences of their actions. For example, when a child using the computer keyboard pushes another child away staff say "that is not nice". However, when the child does not listen, staff just repeat the child's name repetitively until another staff member takes them away to another area and asks "what is the matter, tell me? You are not doing good listening". This means that children are not given clear instructions about what is expected of them, or consistently encouraged to consider the consequences of their actions.

Children confidently talk about letters in their name and who has the same letters as they do, demonstrating that they can link letters to sounds. This also helps to build their confidence to speak in the group and make them feel valued as an individual. Children enjoy sharing books with their friends in the cosy area where there is a range of books to choose from. Staff provide a range of resources that help children practise their early writing skills, such as making marks in sand, using pencils and chinks. Where children are learning to speak English as an additional language, staff focus well on their communication and language skills. As a result, they make good progress as they work effectively towards achieving expected levels of development.

Children engage happily in their play in the garden. The younger children receive support to put on their coats before going out. They confidently walked outside and explore the sand, allowing it to fall through their fingers. This develops their appreciation of texture, their coordination and confidence. Staff generally use spontaneous experiences well to give children opportunities to solve problems and think critically. For example, while looking at a book together staff asked the children about what they can see on the page and encouraging them to count them. This develops their counting and observation skills as well.

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

Children are happy, confident and settle very well because staff have a sound knowledge of their individual likes, needs and routines. Children are confident and are developing their self-esteem. They develop strong bonds with staff that show they feel secure and have a strong sense of belonging to the nursery. This is due to the effective key person system, which supports them well to form trusting relationships with the staff. Consequently, their physical and emotional well-being is generally well supported. For example, children around unfamiliar adults feel a little anxious but happily go to staff for reassurance and cuddles. They very quickly regain their confidence and go to play with their friends. However, children's positive behaviour is not consistently promoted as not all staff have the confidence to effectively implement the behaviour management policy. Therefore, at times children are not appropriately guided by staff in what is expected of them and to understand the impact of their own behaviour. Also, failures in the implementation of the safeguarding procedures leave children at risk.

Children generally share and take turns well in the role-play area negotiating which role they will take on. Children develop their independence and good self-care skills as they wash their hands before lunch and the older children feed themselves using a spoon and fork. Meals are cooked on site by the chef and this ensures that children are provided with a hot meal, if this is what their parents want. They enjoy eating pizza, saute potato and peas, followed by with peach crumble and custard. Children are provided with fresh drinking water and learn about the importance of a healthy diet. Children enjoy plenty of fresh air and exercise that support their physical development. Children are learning how to keep themselves safe and staff encourage them to be involved in devising positive rules to help keep them free from harm. Although, staff do not always support children well to think through what may happen when they act in certain ways.

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

The management and staff team do not demonstrate a secure knowledge of the Statutory Framework for the Early Years Foundation Stage. This inspection took place following Ofsted receiving concerns relating to safeguarding, general suitability, staffing ratios and deployment, child supervision, food and drink and information for parents. The inspection found that the nursery undertakes the required suitability checks on staff and staff ratios and deployment meet the needs of the children. Children receive a range of freshly cooked meals and snacks that meet their dietary needs and can get fresh water for themselves during the day. However, the nursery does not rigorously follow their safeguarding procedures and report allegations against members of staff for the appropriate agencies to investigate. Therefore, the designated lead for safeguarding is also not fulfilling their role and responsibilities to keep children safe. The induction process for new staff, or covering staff, is not sufficiently robust in covering the required areas and consequently staff's implementation of the behaviour management policy is inconsistent. In addition, the designated lead practitioners for behaviour management are not providing sufficient support and advice to staff to assist them in implementing the policy consistently. This means that staff do not always help children to learn what is expected of them and why. These are breaches of the Early Years Register and Childcare register.

Staff do have a sound knowledge of the correct procedures to follow should there be a concern about the welfare of a child. The manager and the staff create an environment that is welcoming and stimulating for the children. Risk assessments are completed and the detailed records held are reviewed frequently to ensure children are kept safe from hazards both indoors and outside. The performance management systems, consisting of regular performance reviews and annual appraisals, are in place. However, although these processes allow the manager to monitor the on-going suitability of her staff team inconsistencies in practice are not always addressed.

Partnerships with parents are good. Parents are very complimentary about the staff and the welcoming atmosphere of the nursery. Parents report that their children are happy, settled and thoroughly enjoy themselves. Staff work very closely with parents and involve them in all areas of their child's learning at the nursery. Parents are encouraged to share

their child's experiences from home which are extended at the nursery. This has a positive impact on all aspects of continuity in children's learning. Children's moves on to school are supported because staff encourage their independence and are generally supporting their future skills.

The staff team has a sound knowledge and understanding of the areas of learning and development and how children learn. The educational programme, planning and assessment are monitored well to ensure that every child receives a broad range of experiences. However, the systems for self-evaluation and monitoring are not fully robust. Parents views are captured on 'thank you' cards and compliment notes to staff and children are asked to contribute their ideas. For example, when they are making decisions on getting new resources staff ask children for their views on what these should be. However, the setting has not effectively identified the impact that staff's inconsistent managing of behaviour has on children's well-being or how their failure to follow their safeguarding procedures puts children at risk.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (voluntary part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register).

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 action. 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	937792
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	35
Name of provider	The Fruit Tree Day Nursery Ltd
Date of previous inspection	07/11/2012
Telephone number	02077015522

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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, which are usually the childminder's 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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