

# Fig Tree Day Nursery

12 - 14 Mowbray Close, Frankley, BIRMINGHAM, B45 0ES

## Inspection date

21/08/2014

Previous inspection date

28/02/2014

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

4

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

- Partnerships with parents and external agencies are well established. Staff work well with parents to support children and share all aspects of children's learning and development.
- The managers and staff demonstrate a strong commitment towards overall improvement, further development of their practice and the learning experiences provided for children. This supports a purposeful drive towards continuous improvement.
- Staff have a firm focus on safeguarding children and are warm and caring which encourages children to feel secure. Children make good progress in their learning and development, they are confident and their independence is well promoted.
- Effective teaching ensures that children enjoy their learning, behave well and make good progress due to a range of well planned activities. The quality of teaching is good and children have regular access to outdoor play and nutritious home-cooked meals.

### It is not yet outstanding because

- The chairs provided for the younger children are sometimes too high and so do not always provide support to allow them to reach forward and grasp what they need.
- The equipment that children use to pull themselves up to a standing position is not always arranged so that they can further promote their early walking skills.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector conducted a joint observation with the manager of the nursery.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation form.
- The inspector observed activities in all three playrooms and the outside learning environment.
- The inspector held meetings with the manager and spoke to staff in the nursery.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

## Inspector

Susan Rogers

## Full report

### Information about the setting

Fig Tree Day Nursery was registered in 2011 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in two adjoining houses in Frankley, Birmingham. The nursery is privately owned and children access an enclosed area for outdoor play. The nursery employs 12 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, nine at level 3 and two at level 2. The nursery opens Monday to Friday, all year round. Sessions are from 6am until 7pm. Children attend for a variety of sessions. There are currently 31 children attending, 26 of whom are in the early years age group. The nursery supports children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- position the equipment, that younger children use to pull themselves up to a standing position, so these can be easily accessed to further promote their walking skills
- extend the range of chairs available for the younger children, so that their feet are supported and they can comfortably reach forward and grasp what they need.

## Inspection judgements

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

Children make good progress because there is a broad range of interesting activities that children enjoy. Staff have a good understanding of children's different stages of development and use this information to plan activities that enable children to explore their individual interests and are interesting. Activities are well suited to children's needs and promote a wide range of learning opportunities. Children's progress is monitored as staff record their stages of development in learning journals, using photographs and regular evaluative summaries of their progress. Staff use these records to plan for the next steps in children's learning and ensure that the planning is carefully linked to children's interests. As a result, key persons are knowledgeable and skilled in encouraging children to move on to the next stage in their learning. Parents are regularly included in planning for children's needs through discussions with key persons. Parents are kept informed of children's progress through regular contact with key persons and access to updated contact books. This provides parents with ideas for continuing with children's learning when they return home. Staff are skilled at using creative play to extend children's confidence and encourage them to work together as a team. Children enjoy using the creative areas to create imagined scenarios. They confidently use new words which builds

their confidence. They ask each other questions, explain what they are doing and enjoy including adults in their play. They pretend to run a hairdressing shop and discuss with each other how they can style their hair. Children's learning at home is enthusiastically included in the planning and adult-led activities. Children collect pine cones when they are at home and bring these into nursery. They discuss how these can be used during their activities and decide to paint them and make patterns during printing activities. This inspires children's creativity as they mix together colours and discuss which colours they make. Staff ask questions and challenge children's curiosity further by encouraging them to be more adventurous in their play. Outdoor play is encouraged regularly and children ask to go outside regularly during the day, Staff are effectively deployed so that there is always a member of staff available to support children's outdoor play. Children use the area with great enthusiasm and confidence. Story time is well supported and children enjoy listening to a favourite story read by staff. They pay attention to details in the story and include their own understanding of what happens next. This encourages children to recollect their previous experiences and promotes their confidence as they share their ideas with others. These activities prepare children well for the next stage in their learning, and as they move on to full time school.

Younger babies regularly use the outdoor area and enjoy extending their physical skills and staff support their need to explore. They ensure they place large mats on the ground and provide toys and resources that satisfy their need to explore and discover. Older children enjoy using the outdoor resource centre and playhouse where they readily include other children in their imagined ideas and conversations. Children who have special educational needs and/or learning disabilities are well supported as staff work closely with a range of outside agencies. Key persons put together well-designed learning plans which ensure that children have activities that are carefully designed and chosen to meet their individual needs. Role play is actively encouraged with the older children as they use pretend kitchen equipment and talk to each other about what they are doing. Children make a range of shapes using dough which helps them become skilled as they learn how to use tools. Staff communicate and interact with the children well during activities. Consequently, children are encouraged to try new ideas, and be adventurous during their play. Discussions about what children see when they are outdoors, contribute very well towards children's understanding and the development of their vocabulary. Outings to the local community provide children with valuable opportunities to understand the wider world.

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

Children settle effectively as there are carefully planned settling-in sessions that ensure that children feel safe. This provides key persons and parents with an effective way of sharing information before children start attending. Children are effectively supported as they transfer from one room to another. Key persons discuss the imminent changes with parents and arrange for the move into the child's new room to be managed with care and sensitivity. Children are encouraged to take responsibility and manage aspects of their own safety as staff include them in visual checks of the premises. Children tour the building with a member of staff and note down any potential hazards. This encourages

them to use mark-making skills for a purpose and develops their communication and problem-solving skills as they devise solutions to the risks. Children actively discuss any hazards they see and develop an awareness of how to keep themselves safe. Children enjoy outings to local venues that include the library, shops and parks. Older children visit the library in Birmingham city centre, where they borrow books, which further extends their understanding of the wider world. This promotes their confidence in dealing with a more challenging environment and prepares them well for their move into full time school. Younger children are cared for on the first floor of the building and regular evacuation drills are carried out to ensure children's safety. Staff are clear about how the building is evacuated, and each member of staff has specific responsibilities to ensure that children can safely move from the first floor to the outdoor fire evacuation point.

There is a wide variety of resources that are used creatively. Children are encouraged to bring items of interest into nursery which extends opportunities for discussions about their lives at home and the activities they enjoy with their parents. Nutritious home-cooked meals are prepared on the premises by a designated cook. Children's different dietary needs are accommodated well. Staff sit with children while they eat prompting discussions about why it is important to eat a variety of food. Children are developing good independence skills and are learning how to be kind and consider each other's needs. They help to clear away unwanted food after lunch and are considerate of children who want to have a rest or sleep during the day. Children readily access the outdoors and use climbing equipment and tunnels skilfully, demonstrating their good physical skills. However, some of the younger children are unable to reach for the items they need, particularly at mealtimes, as the chairs used for them are too high and their feet are not firmly placed on a foot rest or the floor. Resources and equipment mainly support children's learning and development. Toys and activities are readily available in low-level containers so that children are encouraged to freely access activities and toys of their choosing. This enables them to explore their own interests and preferred ways of learning. However, some equipment that younger children use to pull themselves up to a standing position is not always positioned so that children can easily access these. This does not optimise opportunities for children to further promote their early walking skills.

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

Following the last inspection, the provider was issued with a welfare requirements notice and a number of notices of action to improve. Monitoring visits to the provision were also carried out by Ofsted. The provider has made significant improvement. Children are well safeguarded as all staff have a thorough awareness of what would concern them regarding a child's care. Staff have attended safeguarding training and discuss and update their knowledge during staff appraisals and meetings. The manager ensures that new staff understand the safeguarding procedures through the thorough induction process. There are now robust procedures in place that ensure that all staff have an updated Disclosure and Barring Service check in place and staff suitability is further ensured through effective referencing and an induction period. Staff's regular access to training, and a clear monitoring of the educational programme, ensure that staff are skilled and their

knowledge is regularly updated. Staff meet regularly and combine their meetings with monitoring the educational provision and share recent training experiences. The manager has commenced observations of staff practice and staff interaction with children and uses this to further promote staff professional development. Any performance management issues are dealt with effectively and, as a result, staff morale is high and they work together effectively as a team.

There are effective lines of communication in place between staff, parents and other professionals. This ensures that there is strong continuity in children's learning as staff share important aspects of their learning with their parents and other professionals. All the required documentation is in place to ensure that children are safe and their welfare is protected. For example, children's attendance is recorded with their times of arrival and departure. Regular reflection of the activities offered to children is addressed through staff meetings and consultations. This ensures that there is a purposeful drive towards ongoing improvement with staff, children parents and the local authority improvement advisers. As a result, there has been significant improvement since the last inspection, particularly in respect of the outdoor play area. Effective staff deployment makes sure that children are continually challenged in all areas of their learning. For example, one member of staff is based outdoors and supports children's play alongside other staff when children choose to play outdoors. Staff form effective links with local schools. They take and collect children from nursery school and exchange information regarding children's progress and learning with nursery teachers. This promotes strong continuity for children's learning and well-being. The strong links with local schools enable staff to prepare children well for their eventual move into full-time school.

### **The Childcare Register**

The requirements for the compulsory 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY423162
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	981558
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	42
<b>Number of children on roll</b>	31
<b>Name of provider</b>	Synconium UK Ltd
<b>Date of previous inspection</b>	28/02/2014
<b>Telephone number</b>	01214480164

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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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