

The Fruit Tree Day Nursery

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

Inspection date	02/10/2014
Previous inspection date	27/01/2014

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

- Children are busy and active learners; they happily help themselves to a good range of resources and staff sensitively guide children, showing their high standards in the quality of teaching.
- Children form strong attachments to staff and show their feelings of safety and security as they gain in confidence and independence.
- Children enjoy delicious tasty meals which introduces them to eating healthily.
- Partnership working is strong, particularly with parents who participate in both formal and social events.
- The new management team is now a strength as they work effectively with staff, listening to their needs and providing opportunities to continue training.

It is not yet outstanding because

- Staff do not fully encourage children to take part in practical activities in the garden throughout the year to raise their awareness of the natural world.
- Staff do not always teach phonetics to appeal to children's curiosity to learn letters by linking letters to names that have a meaning to them.

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 children's play and staff interaction both indoors and outdoors.
- The inspector undertook a joint observation with the manager and spoke to them and the staff throughout the inspection.
The inspector looked at children's assessments records, planning documentation, evidence of staff's suitability, the provider's self-evaluation and a range of other documentation.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Gillian Cubitt

Full report

Information about the setting

The Fruit Tree Day Nursery registered in 2012. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It operates from a community building, located in Camberwell, within the London Borough of Southwark. There is an enclosed outdoor play area. The nursery is open each weekday between 7.30am and 6pm for 50 weeks of the year. There are currently 41 children on roll in the early years age range. The nursery receives funding for the provision of free early education for three- and four-year-old children. There are 15 members of staff working with the children, including the manager. There are also five other staff members, which include bank and administrative staff. There are three staff members who are qualified in childcare at level 6 and eight staff are qualified at level 3. There are four members of staff working towards childcare qualifications. The nursery supports children who are learning English as an additional language.

What the setting needs to do to improve further

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

- provide children with more practical activities in the garden throughout the year to challenge their learning about how plants and mini-beasts contribute to the diversity of nature
- enhance the current programme of teaching children phonetics by integrating it more into children's everyday activities.

Inspection judgements

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

Staff demonstrate a good knowledge of how children learn and develop and provide them with a wide range of indoor and outside interesting and stimulating experiences. Staff teams work well together to support children's learning and their progress while they play and have fun. Staff find out from parents what their children know and can do before starting. This enables staff to immediately plan suitable activities to engage children's interest. Good systems are in place for the assessment of children's progress. These include examples of children's work, photographs of the children at play and written observations about their learning and development. Each key person monitors the development of their group of children and they prepare a progress review, which identifies the children's next steps of learning. This is shared with parents along with ideas of how they can further extend their children's learning at home. For example, staff involve parents with topics such as visits to the farm so parents can talk about the

projects with the children before they go and after they return. The staff complete a progress check for children between the ages of two and three which they use to accurately inform parents of their child's development and use to identify any additional support needed.

Teaching is good as staff skilfully help children to learn and develop their skills in readiness for school. The wide variety of resources and thoughtful organisation of the rooms invite children to use their imagination, giving them plenty of space to play. For example, children explore the textures of sand, dough and water. During the inspection, they accessed a good range of craft materials where they created pictures. They practised their cutting skills using scissors and showed how they spread glue to make individual collages. A well-organised outdoor area also enhances children's play where staff respond well to children's ideas and interests. For example, children played with water and decided to extend their play by washing the cars and play equipment. Staff provided the sponges for the children who became very involved in scrubbing their cars to get them clean. Staff also suggested to children that they use dry cloths to absorb the water. These opportunities encourage children to work together, supporting their personal and social skills. Children completed their activity and showed pride in their achievement.

Children loved to listen to stories and helped themselves to books. Staff further extended children's interest in stories by engaging them in practical activities to help each child to remember characters and events that made the story interesting. Children enjoyed painting activities and making papier-mache models that they used to help them recreate the story. Children are learning to recognise letters which staff introduce after popular show and tell sessions. During the inspection children's confidence and language skills grew, with good staff support, as they described their toy. They explained how it worked and let their friends hold it so they could investigate further, while staff encouraged them to ask questions. This also helps children to be critical thinkers. However, not all children fully understand the methods staff use for introducing phonics. Although some children recognise the printed letter and the phonetic sound it is a little disconnected because staff do not always integrate the sounds of letters with items that have a meaning to them to extend children's learning.

All children benefit from music and movement sessions to help their coordination and physical development. Staff play happy melodies and sing nursery rhymes with the children where they make sounds with rattles and shakers. This also supports children's early communication and understanding of how to count using their fingers and other resources.

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

Children's emotional well-being is effectively promoted throughout the nursery. Parents know their child's key person well, which is significant in helping children to form secure attachments. The staff foster a caring and supportive environment which helps children to feel safe and secure. It also provides a strong foundation for the children's well-being and independence. Settling-in sessions, therefore, are used well to build these essential

relationships with parents. Staff learn about each child's individual care needs and routines, enabling them to relate to them and show the children sincere understanding. The nursery is also developing links with local schools to support children as they move to other settings. Staff welcome teachers to visit and spend time with the children in a familiar environment. This helps children to be emotionally equipped for their move to school.

Staff's enthusiasm for their work transfers to children who are learning to play cooperatively with each other and take turns sharing their bicycles and other toys. Staff use consistent behaviour management methods, adapting these to the age and stage of development of each child. Consequently, staff are successfully engaging in children's level of understanding. This helps children develop respect for others and creates a happy and collaborative play environment for all. For example, meal times are a good social experience, where older children are learning to help staff prepare tables and serve themselves. Children and staff sit and eat together which develops children's social and etiquette skills.

The nursery environment is very welcoming and safe both inside and in the outdoor play area. Children learn about safety in many ways. For example, attractive posters and staff's vigilance help to remind children how to safely walk up and down the stairs. Fire drill practice is also a regular event where children show how they gather calmly with their key person and file out of the building to a place of safety. Furthermore, staff complete daily risk assessments of all areas where children play to ensure they are safe. Staff receive training with regard to child protection, which provides them with correct procedures to follow if they have concerns about a child in their care.

Children's health is supported well, both with the healthy, delicious meals they eat, and their regular exercise outside. During the summer, the children observed strawberries and tomato plants growing in their garden, which helped them to understand where fruit comes from. Children also collected falling leaves to make attractive collages which supports their creativity. However, children do not fully participate in activities caring for creatures and plants that contribute to the diversity of the world of nature. For example by planting and nurturing seeds and learning the purpose of mini bugs and worms to enrich their environment and understanding of the world.

Staff explain to children the importance of personal hygiene. They support their developing self-care skills by encouraging them to visit the bathroom by themselves. Staff, however, remain nearby if children need extra support. For example, when children's clothing became drenched with their water play staff helped the children to change into warm, dry clothes. Staff make nappy changing an enjoyable experience because staff sing and chat to babies during the process, which relaxes babies and they smile showing their contentment. Infection control is good. Staff wear gloves and aprons and a disinfectant spray is readily available to use on the changing area after each child. This helps the staff to protect children's well-being.

The effectiveness of the leadership and management of the early years

provision

There have been radical changes since the last inspection with the recruitment of a new manager and many new staff. The manager and her staff have a good understanding of their roles and responsibilities to meet the safeguarding and welfare, and the learning and development requirements of the Early Years Foundation Stage. As a result, staff members are now deployed well in supportive teams. Staff have developed confidence and they demonstrate clearly their knowledge of the procedures to report any concerns about a child's welfare. Consequently, correct action is taken in the event of an allegation against a member of staff or where staff perceive children are at risk from harm. Robust recruitment and vetting procedures enables the provider to check staff's suitability to work with children. The majority of staff have a first-aid qualification that helps them to ensure children's safety. Staff also maintain appropriate accident, incident and medicine records as part of their safeguarding procedures to protect children's welfare.

The manager's drive for improvement is demonstrated by a clear improvement plan and all previous actions and recommendations from the last inspection have been clearly met. The manager understands the importance of collating data about children's progress through comprehensive developmental tracking information. Consequently, individual children or groups of children with identified special educational needs and/or disabilities are appropriately targeted. This means that appropriate interventions are sought, through the good partnership working with other agencies, and gaps in children's learning are rapidly closing. Therefore, all children in the nursery are making good progress. The manager has also successfully improved the support of staff since the last inspection by introducing regular monitoring and supervision sessions. Staff are sharing their aims and ideas with the manager who is very receptive to their needs. Good systems are therefore in place to provide staff with support and opportunities to take more responsibilities. As a result, staff are motivated because their continued professional development is being addressed and promotes a higher standard of provision for the children.

The existing strong partnership with parents has been further enhanced by new methods for communication and encouraging parents' involvement. For example by inviting them to join children on a trip to the farm. The appointment of a parent liaison officer has also been positive in bringing the parents together for social occasions such as the Christmas party. Parents constantly receive quality information about their children's progress as well as copies of policies and procedures that the nursery follows for children's welfare and safety. Parents comment that they are very happy with the provision because their children thrive in the nursery. Parents also know that staff do their best to meet any request that is beneficial to the children and the nursery.

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	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

Unique reference number	EY441320
Local authority	Southwark
Inspection number	977472
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	41
Name of provider	The Fruit Tree Day Nursery Ltd
Date of previous inspection	27/01/2014
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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