

Fruit Tree Day Nursery

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



Inspection date	14 August 2018
Previous inspection date	2 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- Children enjoy the learning opportunities that the staff provide. Staff know which activities engage children well. For example, children enjoy making stars after sharing a book with an adult. Children comment, 'It's like a twinkle, little star,' when they have made their star. Staff use praise well and sing songs with the children to boost their confidence.
- Staff develop caring relationships with children and parents. Children settle quickly when they start nursery and when younger children become upset, their key person quickly calms them. Parents comment they have no worries leaving their child because they know the staff make them happy.
- Leaders have a good understanding of the strengths and the next steps for the nursery that will support children's progress. For example, following staff training, staff have set up a mud kitchen outside that is very well used by children. Children of different ages work together sharing resources with gentle support from the adults.
- Staff collect detailed observations about children, identify next steps in learning and share these with parents regularly. Staff monitor children's progress effectively, and support and prepare them well for the next stages in their education.

It is not yet outstanding because:

- Staff do not consistently support children's independence in managing tasks for themselves, such as with handwashing routines.
- Some staff do not always give consistent messages as they teach children about how to use resources in the nursery. For example, most staff encourage children to use the water from the water tray to water the plants in the garden and make a pond in the sand for the dinosaurs to drink from, but some staff tell children that water must stay in the water tray.

What the setting needs to do to improve further

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

- encourage children to manage tasks for themselves and build on their independence skills further, such as handwashing
- ensure all staff give children consistent messages when teaching them how to use resources.

Inspection activities

- The inspector observed the quality of teaching during a range of activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector spoke with a number of parents and took account of their views.
- The inspector reviewed a sample of written policies and other documentation, including evidence of the suitability of staff working in the nursery.
- The inspector spoke with children, staff, the manager and the provider.

Inspector
Matthew West

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good knowledge of child protection procedures and know what to do if they think a child is at risk of harm. This helps them to support children's welfare effectively. Leaders provide a secure and welcoming environment in which children can play and learn safely. Leaders provide regular supervision meetings with staff, and focus on children's and staff's well-being as well as children's progress and next steps. Leaders use these opportunities to ensure children make good progress and to plan training opportunities for staff. For example, following supervision meetings, staff from the nursery and their 'sister' nursery have had training on supporting boys and developing the outdoor area to ensure it meets all children's needs. Leaders seek parents' views in a variety of ways and parents are very positive about the nursery.

Quality of teaching, learning and assessment is good

Staff share information well with parents before children start and throughout their time at nursery. They use their knowledge of the children to match activities to their interests and next steps for learning. For example, after reading a book about stars, staff give children starfish to feel and discuss the texture and their knowledge of sea animals. Staff use previous learning well to build on children's knowledge and extend their learning effectively. Younger children use large brushes to make marks on paper. Staff encourage them to name the colours they are using. Staff support children's learning well through constant communication. For example, older children ride on tricycles in the outside area and say they are going to work. Staff engage in lively conversations with children. For example, they ask about what 'jobs' they do and where they work. Children happily explain the type of 'work', for instance a chef, who is having problems with the fridges, which are not working today. Staff encourage children to use mathematics as they play, counting the corners on a star shape and counting the stairs as they climb them.

Personal development, behaviour and welfare are good

Staff have high expectations for behaviour and children are developing good self-control. Children demonstrate pride in their achievements. For example, while playing with toy dinosaurs, children make up stories and tell them to the adults. Adults praise their storytelling and children smile at the adults in response to the praise. Children have opportunities to be physically active inside and out. For example, young children show delight as their toy duck rushes down the water slide and rush round to put their duck at the top of the slide again. Older children develop coordination and hand strength. For example, they use tongs to pick up pine cones and transfer them between containers. Staff encourage children's independence using these activities, developing their confidence and self-motivation.

Outcomes for children are good

All children make good progress from their starting points. Particularly in physical development, communication and language. For example, young children use two words together saying, 'All gone,' as they finish eating their lunch. Children develop good literacy skills. For example, older children identify the letter a word starts with and blend sounds well to read words.

Setting details

Unique reference number	EY441320
Local authority	Southwark
Inspection number	10061156
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	1 - 4
Total number of places	53
Number of children on roll	45
Name of registered person	The Fruit Tree Day Nursery Ltd
Registered person unique reference number	RP903486
Date of previous inspection	2 October 2014
Telephone number	02077015522

Fruit Tree Day Nursery registered in 2012. 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. It receives funding to provide free early education for children aged two, three and four years. There are currently 16 members of staff who work at the nursery, 11 of whom hold relevant childcare qualifications at level 2 and above.

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