

Inspection of Northover Fruit Tree Day Nursery

St Lukes Church, Northover, Bromley BR1 5JR

Inspection date: 27 June 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The manager and staff have high expectations for children. They provide an environment that is calm, safe and enticing, which benefits children's confidence and enhances their positive attitude to explore and learn. For example, babies excitedly play and explore in the water, splashing and finding out what they can do. Those who are learning to walk happily toddle around, while others crawl confidently as they move around outside. Toddlers sit at the lunch table and confidently feed themselves and scrape their plates after. Older children interact with each other very well. They listen to each other and form very positive relationships with their peers. Children demonstrate highly effective self-help skills and behave well.

Children happily participate in activities such as writing, drawing and using scissors. They delight in outdoor play, having lots of space to run, jump, climb and join in with pretend play. They are inquisitive, and staff support them well to follow their own interests and ideas. For instance, staff provide resources that allow children to extend their role play. Staff use a rich range of language during their interactions. Older children use effective mathematical skills, such as identifying numbers. They explain that they are sharing their cake into three so everyone will have some.

What does the early years setting do well and what does it need to do better?

- Staff are very committed to providing children with fun learning experiences. The team works well together and constantly reflects on children's learning to enhance the curriculum. For example, staff identify the needs of children as individuals and a group. They plan the environment to help support children to develop the skills they need to learn. The manager ensures that staff receive training to constantly develop their knowledge and skills to help provide a tailored educational programme. All children, including babies, make good progress for their future learning and school.
- Staff support children's literacy and communication skills well. Children enjoy looking at books by themselves and in small groups. Older children learn to write their names and confidently ask staff to spell out words for them to write. Staff add words to babies' babbles and name items they play with.
- Children learn about each other's cultures and backgrounds, which supports their understanding of others. Staff provide resources, displays and activities that reflect children's experiences and important events in their lives and the community. This helps all children to develop high levels of self-esteem and respect for others.
- Staff know their key children well. They identify any developmental needs quickly and seek additional support. For example, there are effective systems in place to support children with special educational needs and/or disabilities

(SEND). Any additional funding is used to ensure that the environment, resources and one-to-one support are in place and safe. Staff who work with children with SEND have a deep understanding of children's individual needs and support them well.

- In general, the routines and activities are well organised to support children's care and learning. However, staff do not always consider children's individual abilities when organising large-group activities, such as circle times. These activities are too long and, as a result, some children quickly lose focus, which does not benefit their learning as much as possible.
- Children are supported to be active, such as using different apparatus. They enjoy nutritious meals and learn about the importance of good oral hygiene. This helps them to adopt healthy habits. However, lunchtime for toddlers is not very well organised. Staff take a while to serve children their lunch and do not sit with them and eat. Hence, this activity does not promote a good social experience for children.
- Staff develop strong partnership with parents. For example, they share information about children and work effectively with parents to promote children's learning at home. Parents speak very highly of the staff. They say that their children love attending and make good progress. However, partnership with other early years settings that children also attend is not effective to provide a coordinated approach with everyone involved in supporting children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that the team's knowledge of safeguarding is regularly updated. Staff demonstrate a strong understanding of their roles and responsibilities to promote children's safety. Staff have a good knowledge of a broad range of safeguarding issues that may affect the welfare of children and their families. Managers and staff are confident in their knowledge of how to identify and respond to possible signs of child abuse. They know the procedures to follow to report concerns or allegations. The manager implements effective systems to minimise and remove possible hazards. Staff accurately record accidents and incidents, which are shared with parents. The manager completes rigorous risk assessments and staff consistently check the premises, resources and activities to ensure a safe and hygienic environment. The provider implements effective safer recruitment processes, and the manager carries out robust checks to help ensure that staff are consistently suitable for their roles.

What does the setting need to do to improve?

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

- review the organisation of large-group times for the toddlers and pre-school children to better support their focus and engagement during these times
- provide support for staff to help them develop more effective lunchtime routines for toddlers to help promote children's social skills and enhance their learning
- develop partnership with other early years settings that children also attend to help provide consistency in their learning and development.

Setting details

Unique reference number	EY490282
Local authority	Lewisham
Inspection number	10295541
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	39
Number of children on roll	56
Name of registered person	The Fruit Tree Day Nursery Ltd
Registered person unique reference number	RP903486
Telephone number	0208 695 9555
Date of previous inspection	18 December 2017

Information about this early years setting

Northover Fruit Tree Day Nursery registered in 2015. They are located in Downham, in the London Borough of Bromley. The nursery opens from 7.30am to 6pm, from Monday to Friday, for most of the year. It employs 12 staff members, nine of whom hold relevant childcare qualifications at level 2 and above. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Marvet Gayle

Inspection activities

- This was the first inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The inspector and the manager completed a learning walk.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held meetings with the manager and the provider.
- The inspector viewed relevant documentation and evidence of the suitability of staff.
- Staff and children spoke to the inspector at appropriate times during the inspection.
- The inspector held discussions with parents and consider their views.

We carried out this inspection 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.

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