

# Inspection of Fig Tree Day Nursery

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

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Inspection date: 16 November 2022

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

Children arrive happy and excited to begin their day. They separate from their parents and carers with ease. Children have strong attachments with the kind and caring staff. They receive plenty of cuddles and reassurance, when needed. Babies grow in confidence with the warm care that they receive from staff, who have a strong understanding of their needs and interests. Staff are friendly and patient and offer regular gentle reminders of the rules. They encourage and praise the children throughout the day. This helps to support children's self-esteem and emotional development.

Children enjoy a range of activities provided. For example, children play with a water table set up as a swimming pool, when they show an interest in swimming. They enjoy a ball game outdoors and kick balls to see them bounce on the crates. Children develop curiosity as they play. They enthusiastically tap on a large plastic tray of beans to see how high the beans can go. Staff talk to the children about how to make the beans go higher or lower. Children also snuggle up to staff as they listen to stories in small groups and develop their love of books. They are engaged and motivated and show a willingness to try new things. For example, older children concentrate intently as they cut open a melon and explore the seeds.

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

- The manager is passionate and dedicated. She continuously improves her knowledge and provides professional development opportunities for staff. For example, they have regular supervisions and support from the manager. She values her staff and prioritises their mental health and well-being. This helps to create a happy and welcoming environment for children to thrive in.
- The manager and staff work together to help children work towards clear targets. They know the children well, and plan engaging learning opportunities that follow children's interests. For example, staff create a large car-racing board with numbers and children count how far their car can go. Staff help children to recognise sequences by using phrases, such as 'ready, steady, go', and counting 'one, two, three'. Children are engaged in their learning and are building the skills and confidence required to make progress. Children are well prepared for the next stage in their education, including starting school.
- Overall, staff help promote children's communication and language skills well. They provide opportunities for children to learn language through singing songs, reading books, conversations, and joining the children in role play. However, staff do not reinforce new vocabulary enough. This means children do not benefit from the best opportunities to enrich their speaking skills or enhance their communication and language.
- Staff allow children plenty of choice to lead their learning and select from

resources available. However, children are not encouraged to tidy up after themselves once they have finished with resources. Children are not given enough opportunities to develop an understanding about how their actions may impact on others or a sense of care for their environment and equipment.

- Staff support children to develop an awareness of the diverse world in which they live. They explore and plan ways in which they can embrace the heritage and cultural backgrounds of children attending. For example, they consult with parents and research traditions to help them to provide activities which promote diversity. Children develop an understanding and respect for society.
- The nursery chef cooks healthy meals that cater for children's allergies and dietary requirements. Children look forward to mealtimes with their friends and sit together at the purpose-built tables and benches. Staff support the youngest children to learn to use spoons, and older children to manage their forks. Children develop their independence and social skills during mealtimes.
- Children learn about how to stay healthy. They are active and busy throughout the day, both indoors and outdoors. Children learn about the importance of good oral health as they brush their teeth. This supports children's health and well-being.
- Parents are complimentary about the setting. They feel well supported and communicated with. They comment that they have up-to-date information on their child's day and the progress they have made. This helps promote the continuity of learning at home and elsewhere.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are knowledgeable about child protection and safeguarding issues. Staff receive regular training to ensure that their knowledge and skills remain up to date. They know who to report to if they have any concerns about a child's welfare or if they have any concerns about the conduct of a member of staff. Risk assessments are completed daily to ensure that children are able to play in a safe environment. Staff deploy themselves effectively and supervise children throughout the day. The manager follows procedures to check that staff are suitable to work with children.

## What does the setting need to do to improve?

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

- support staff to build on their good quality of teaching, particularly regarding the opportunities to help children enhance their vocabulary and language skills
- help children to become more aware of how their actions may impact on others and to take more responsibility for their environment and equipment.

## Setting details

<b>Unique reference number</b>	EY423162
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10235511
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Synconium UK Ltd
<b>Registered person unique reference number</b>	RP530436
<b>Telephone number</b>	01214480164
<b>Date of previous inspection</b>	23 January 2017

## Information about this early years setting

Fig Tree Day Nursery registered in 2011. It is located in the Frankley area of Birmingham. The nursery operates from 6.30am to 7pm, on weekdays, all year round. The nursery employs 12 members of staff. Of these, five hold a relevant qualification at level 3 or above, one at level 2 and five at level 1. The nursery also employs a chef. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Naziha Amin

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together to look at how the curriculum is planned to meet children's needs and development.
- A meeting was held with the inspector and the manager to discuss leadership and management arrangements.
- The manager and the inspector jointly observed and evaluated adult-led activities.
- The inspector spoke with parents and took account of their views about their experiences of the setting.
- The inspector observed the quality of teaching, and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation and checked the evidence of the suitability of the staff working in the nursery.

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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