

# Fig Tree Day Nursery

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



<b>Inspection date</b>	23 January 2017
Previous inspection date	14 June 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the 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

### This provision is good

- The provider has worked hard since the last inspection to raise the quality of the nursery to a good standard. The provider ensures performance management is effective. Staff have opportunities to develop their knowledge and skills further.
- The quality of teaching is good. Staff plan according to children's individual needs and promote their learning well. Staff make timely assessments of children's development. They implement effective strategies to close gaps in learning consistently. Children make good progress from their starting points.
- Staff provide regular feedback about children's progress to parents. They are encouraged to continue with learning at home to support their children's development.
- Children are cared for in a welcoming environment and are happy in the nursery. Children's independence skills are promoted well as they explore their surroundings. Children learn about differences through planned activities and first-hand experiences. They mix with other children from various backgrounds and cultures.
- Children have a good understanding of the reasons for eating healthily. They enjoy balanced meals and fresh fruit daily. Children have opportunities to play outside daily and face good levels of challenge as they climb on equipment. Children's good health is promoted well as they rest or sleep as part of their individual routines.

### It is not yet outstanding because:

- Staff do not provide sufficient opportunities for children to lead some aspects of their learning.
- Parents do not always receive information about planned activities before these are implemented, so that they are aware of what children will do daily in the nursery.

## What the setting needs to do to improve further

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

- provide more opportunities for children to make decisions and choices as they learn and help them to find out what they can do
- extend the good communication with parents to ensure they receive information about activities planned for their children's learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed joint observations with the provider who is also the nursery manager.
- The inspector held a meeting with the provider.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents and also read written feedback during the inspection, and took account of their views.

### Inspector

Adelaide Griffith

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders and managers provide strong leadership and support staff effectively to fulfil their roles. The actions from the last inspection have been addressed well. Staff have regular supervision to discuss their performance, and they have opportunities to carry out research and read widely to increase their knowledge. This is reflected in effective planning that is focused on children's individual needs. The provider monitors children's achievements to ensure they make good progress in their development. Key persons provide daily feedback to parents who are very pleased with the supportive, flexible service they receive. Self-evaluation is ongoing. The provider has made effective changes to improve the outcomes for children. Arrangements for safeguarding are effective. All staff understand what is required of them should they have any concerns about children in their care.

### Quality of teaching, learning and assessment is good

Children's learning is promoted well. Staff carry out regular observations and know what children can do. Staff plan well so that children receive effective support in all areas of learning. Babies' physical skills are developing as they crawl across the room to retrieve balls. Staff who work with children aged two years use skilful teaching methods. They promote children's thinking well with questions about the reasons why wheels spin while they repeatedly pour water over these. Pre-school children develop good skills to observe detail as they look at their photographs and then paint self-portraits. They recognise differences in features, such as the colour of eyes and hair of friends. Staff include good levels of challenge for children to identify similarities in completed portraits. Staff engage all children well and motivate them with enjoyable, stimulating learning experiences.

### Personal development, behaviour and welfare are good

Children are happy in the nursery. They enjoy their play and have many opportunities to continue with learning activities outside. Children's self-esteem is promoted well with lots of praise and encouragement. Staff are very responsive to children's emotional needs and are skilled at soothing younger children. They recognise when children are tired and put them down to sleep or give cuddles until they are calm. Older children respond positively to reminders about rules and they copy polite interaction modelled by staff. They learn to treat others with respect and share. Children are confident and self-assured. They initiate conversation with visitors and invite staff to join in with play.

### Outcomes for children are good

All children, including those in receipt of additional funding, are well prepared for the next stage in their learning. They become active learners who remain engrossed in their play for considerable periods. For example, young children persist in filling moulds with sand. Children develop good skills in counting and select the correct letters in their names. Younger children demonstrate through non-verbal communication that they are having fun. Older children use words, such as excited to express their attitude to learning.

## Setting details

<b>Unique reference number</b>	EY423162
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1055029
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 9
<b>Total number of places</b>	36
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Synconium UK Ltd
<b>Registered person unique reference number</b>	RP530436
<b>Date of previous inspection</b>	14 June 2016
<b>Telephone number</b>	01214480164

Fig Tree Day Nursery was registered in 2011. The nursery employs 11 members of childcare staff. Of these, six hold appropriate early years qualifications at level 6, 5, or 3, including one with qualified teacher status. The nursery opens from Monday to Friday all year round, except for one week at Christmas. Sessions are from 6.30am to 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

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