

# The Olive Tree Nursery

Inspection report for early years provision

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**Unique reference number** EY409425  
**Inspection date** 21/09/2010  
**Inspector** Elaine Douglas

**Setting address** Eastover Childrens Centre, Westonzoyland Road,  
BRIDGWATER, Somerset, TA6 5HT  
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**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

The Olive Tree Nursery is privately owned and managed. It was registered in 2010 and operates from its own unit within Eastover Children's Centre. It is situated in Bridgwater, Somerset. Children have access to two secure enclosed outdoor play areas. The whole nursery is accessible to those with mobility difficulties. The nursery is open each weekday from 8 am to 6 pm for 50 weeks of the year. The nursery provides an out-of-school club during term times only. It runs in the adjoining community hall and is registered for 24 children under eight years, although it caters for children up to 11 years.

The Olive Tree Nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 79 children may attend the nursery and after-school club at any one time. There are currently 107 children aged from three months to under five years on roll, some in part-time places. The nursery currently supports a number of children with special educational needs or children who speak English as an additional language.

There are 16 members of staff, of whom two hold a level 5 early years qualification, 13 hold a level 3 and one holds a level 2. Two staff are working towards a level 5 qualification and two are working towards Early Years Professional Status. The teacher from the children's centre works part-time with the nursery. The setting provides funded early education for two-, three- and four-year-olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Good use of the environment keeps children safe and secure, while promoting their independence and all-round development. The nursery staff provide a fully inclusive learning environment, which ensures all children make good progress towards the early learning goals. Good partnerships with outside agencies means no child is disadvantaged. Parents receive satisfactory information on the setting and partnerships are being developed. Staff are becoming confident with the Early Years Foundation Stage, so children's welfare and learning requirements are effectively met. The new management team has a strong commitment to continuous improvement. Good systems are in place to evaluate their practice and seek their users' opinions.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- include parents' initial and ongoing contributions in the assessments

- organise routines to enable the key worker to meet the individual needs of each child in their care
- make the policies and procedures more accessible to all parents, with particular regard for the safeguarding, complaints and equality of opportunity policies

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded through good supervision and policies, which are effectively implemented by staff. For example, sleeping babies are regularly checked and staff are clear about their roles during emergency evacuation. Most staff have attended child protection training and the designated person has a good awareness of safeguarding procedures. Good risk assessments ensure that all areas of the premises, equipment and activities are safe for use, while promoting development. For example a trampoline is available for toddlers, this is low-level and completely enclosed by a safety net. Older and more able children can access their toilets independently, while the younger children are supervised. New partitions have been put in place to prevent children playing near the main door, to reduce the risk of children leaving unsupervised. Rigorous recruitment procedures help to ensure that only suitable personnel are employed. All staff are qualified in childcare and continue to update their knowledge. Very good documentation is in place to safeguard children and confidential information is stored securely. Accidents and incidents are appropriately recorded and risk assessed to identify any actions or improvements. All staff hold current first aid certificates and a good supply of first aid equipment is available in several areas around the nursery.

Staff are well deployed to keep children safe and to support them in their daily routines and development. Good use is made of the available space and free flow to the garden effectively supports different ways of learning. Resources are well-organised in low-level containers, both inside and outside, to enable children to make choices. The special educational needs coordinator (Senco) has three mornings a week when she is supernumerary, in order to provide support to key people and the children. She meets regularly with the Area Senco and outside agencies. These strong partnerships ensure children's individual needs are met and no child is disadvantaged. The key person and key family groups support babies and children in feeling confident and safe within the setting. However, the organisation of some routines means the key person does not carry out all personal care. For example, babies nappies are changed by one member of staff at regular times of the day. The Senco liaises with parents to support children and ensure that additional support is followed through. Some parents have taken up the offer to attend training. Home-school books are used to communicate and information sheets are completed daily on baby's routines. However, parents' initial and ongoing contributions are not consistently included in the children's assessments. Suggestions, comments and complaints forms are available for parents. However, the complaints policy is not easily accessible and the Ofsted phone number is not current. Satisfactory information on the provision is available for parents, although most policies and procedures need to be requested. An

information board provides pictures, roles and qualifications of staff, as well as key family groups.

The management team share ambition and a commitment to continuous improvement. Self-evaluation is effective because all staff are involved in regularly reflecting on their practice. For example, new ICT equipment has been purchased, as well as resources to promote children's positive sense of their own identity. Staff supervision is used to identify strengths and any areas for development. Local authority advisers and the children's centre Foundation Stage Teacher provide additional support and guidance. Current initiatives include improving verbal and non-verbal communication with the children, developing the gardens and improving the partnership with parents. A parents' evening is organised for next month. The introduction of in-house training days and regular staff meetings enables staff to continually update their knowledge and provide consistency for children.

## **The quality and standards of the early years provision and outcomes for children**

The achievement and enjoyment in learning is good overall. Most staff provide good interaction. During activities some staff ask good open-ended questions, such as, what a child thinks will happen if they pour water in a sieve. They then get the children to do it for themselves to see if they are correct. This promotes critical thinking and problem-solving skills. Children of all ages engage in a wide range of activities promoting all areas of their development. Through observations staff get to know the children well, so they are able to provide appropriate activities and interaction, to support their next steps in learning. A co-key person system enables children's individual learning needs to be met during their key person's absence. The well-organised environment enables children to initiate their own activities and take them in their own direction. For example, children help themselves to watering cans and add water to the sand. They then use the wet sand to fill the buckets. An older and more able child realises that the sand won't come out because it is too wet. Additional equipment is supplied where necessary to ensure children of all abilities are included. For example, a baby is placed in a supporting chair to enable them to take part in the group singing. They are taken out again by their key person to take part in the actions to Row Row Your Boat. He responds with smiles and gurgles.

Good procedures are in place to protect children's health and promote their awareness of healthy practices. Staff wash their hands at the same time as the children and wear aprons to serve the snack. No outdoor shoes are worn in the baby area and good nappy changing procedures are followed. Children's individual dietary requirements are met and menus have been endorsed by a nutritionist. Water and milk is provided. Babies are weaned on freshly cooked produce, in conjunction with parents wishes. Children learn about sun safety, and tissues are provided for the older and more able children to wipe their nose. Children have daily opportunities to be outside, exercise and use large equipment. Daily routines are used to promote children's awareness of safe practices. For example, they use

knives to cut up their fruit and scissors under supervision. Babies are confident to explore and move around safely. They are encouraged to sit and go down steps feet first on their tummy. Children of all ages enjoy books and have good access to information and communication technology (ICT) equipment. One older and more able child confidently switches on the computer and operates a simple program. One child uses a digital camera and takes a photograph. Babies explore resources using all the senses, for example clapping their hands and dancing to the music.

Visual timetables are used to reinforce children's understanding of routines and include children of all abilities. Children develop warm and affectionate relationships with each other and staff. Children are organised into key families to develop close relationships. Staff give babies eye-contact and respond well to their noises and attempts at words, this promotes their communication skills and sense of security. Staff get children's attention and say and sign 'good listening' before giving instructions. A child shakes bells to warn children they have five more minutes before tidying up and then a drum is used when it is time to tidy up. This helps children develop an awareness of expectations and gives them time to complete their activities. Looking at the story of the Three Little Pigs, one young child demonstrates their understanding of being kind, by saying the wolf is not nice blowing down their house. Children are actively engaged in choosing their activities and consequently remain at them until they have completed them to their own satisfaction.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met