

The Olive Tree Nursery

The Gardens Childrens Centre, Westonzoyland Road, BRIDGWATER, Somerset, TA6 5HT

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| Inspection date | 03/12/2012 |
| Previous inspection date | 21/09/2010 |

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| The quality and standards of the early years provision | This inspection: | 2 |
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| How well the early years provision meets the needs of the range of children who attend | | 2 |
| The contribution of the early years provision to the well-being of children | | 2 |
| The effectiveness of the leadership and management of the early years provision | | 2 |

The quality and standards of the early years provision

This provision is good

- The key person system is well-established and children have a wonderful sense of belonging as a member of a key family where their individual needs are supported effectively.
- Knowledgeable staff plan a broad and balanced range of experiences to excite children. Staff interact successfully with the children to motivate their learning.
- The indoor and outdoor play spaces are conducive to learning and provide a stimulating and supportive environment. These are well monitored and adapted by staff according to children's current motivations and enthusiasms as identified through comprehensive planning and assessment arrangements.
- A strong leadership and management team are passionate for children to make the best possible progress. All staff are supported by effective performance management arrangements to help them improve their knowledge, understanding and practice.
- There is a strong emphasis on multi agency partnerships to support children and their families effectively.

It is not yet outstanding because

- Generally, children have access to a broad range of resources although these are limited to develop further children's understanding of technology and to use real objects in their role-play.
- Staff provide some opportunities for parents to contribute achievements from home

although this is not consistent for all families to support children to make progress.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had discussions with the provider, staff, parents and children.
- The inspector observed children's activities in the indoor and outdoor environments.
- The inspector sampled a range of documentation including children's learning pathways and self-evaluation arrangements.
- The inspector observed care practices and mealtimes.
- The inspector reported on findings throughout the inspection and fed back final judgements to the owner/manager.

Inspector

Rachael Williams

Full Report

Information about the setting

The Olive Tree Nursery is privately owned and registered in 2010. It operates from its own unit within Eastover Children's Centre in Bridgwater, Somerset. The main play space is

open plan and has separate areas for the two different age groups. Children have access to a sensory room and there are separate sleeping and toilet facilities. 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 temporary hut.

The Olive Tree Nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 128 children on roll; of these, 112 are in the early years age range. The nursery currently supports a number of children with special educational needs and/or disabilities and children who are learning English as an additional language. Early education funding is available for children aged two, three and four years old.

The owner has a level 3 early years qualification and a level 5 leadership and management qualification. She employs 23 members of staff to work directly with the children; 22 have early years qualifications at level 2 or above. This includes a qualified teacher who is an early years professional. The teacher from the children's centre works part-time with the nursery.

What the setting needs to do to improve further

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

- improve the educational programme by extending the resources to develop further children's understanding of technology and to use real objects in their role play
- strengthen the partnerships with parents to develop more consistent opportunities for parents to contribute what children have learned at home.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Generally, children have access to a broad and balanced range of experiences across all areas of learning both indoors and outside. However, children have fewer additional resources to support their understanding of technology to find out how things work. There are also fewer opportunities for children to access to real objects in their role-play, such as cameras and mobile phones to extend their understanding of simple technology further. Children actively access resources of interest. For example, a young child concentrates and perseveres to build a tower with wooden blocks showing good hand to eye coordination as he handles the bricks competently. Staff are supportive and praise

children's achievements. They encourage children to play cooperatively. For example, when a child reaches out to knock another child's tower over he is gently reminded which blocks are his so that he learns expectations and respect for others' creations. Children participate well in singing a variety of songs. They use a range of instruments to accompany the songs, experimenting with how to make different sounds. At snack-time staff interact well to support children's understanding of how fruit grows as they observe and describe the seeds in the fruit. Staff encourage children to predict how many pieces the plum could be cut into. Children use their knowledge of number to make a good guess. Children count alongside staff to nine and then to ten; a child comments that it is 'one more' showing good knowledge of early calculation skills. Staff are good at respecting children's ideas. For example, one child suggests that the pear does not have any pips in it because of all the rain we have had and staff offer an alternative explanation without making the child feel his idea is incorrect.

Staff make effective use of small group times with their key family to improve the skills needed for their next steps in learning such as, to communicate effectively. They show accurate understanding of learning priorities, through comprehensive assessment arrangements, and positively support children's engagement in well thought out activities. For example, a story telling activity is used productively to encourage children's interest in stories through the use of props. Children are actively involved interacting with each other to tell the story. They act out movements such as chopping the beanstalk down and repeating familiar phrases such as, 'Fee, Fi, Fo, Fum'. Children are fully involved in their learning. For example, at the end of the morning session older children are encouraged to review their play so that staff can plan future activities that complement their current motivations and enthusiasms.

Staff have made some positive improvements to support the many children and families that are learning English as an additional language so that they progress well towards the early learning goals, given their starting points. Staff display key words in each of the languages spoken prominently so that staff can respect children's home language and support them in their language development. Staff have good knowledge of all children's starting points. Staff have effective systems to gain information from parents during their child's settling in time and over a 12 week induction period. Staff successfully support children's progress using relevant observations, both spontaneous and planned, to identify learning priorities and to influence future planning.

The contribution of the early years provision to the well-being of children

Children have good understanding of expectations and boundaries. Staff are good at talking through visual timetables of daily routines to further support children's understanding. Children have a good sense of belonging through a well-established key person system. Staff group children's pegs together so that parents are clear on who is caring for their children. Children thrive in these supportive relationships. Staff routinely display children's creations prominently in the nursery to celebrate their achievements. Some staff label their displays effectively and support parents understanding of how their children are learning. There are good opportunities for children to learn their friends'

names in their key families as they sing and sign the hello song.

Staff implement good hygiene arrangements and these are imitated by the children. For example, in readiness for snack time children are keen to be involved in cleaning the tables. Children learn the importance of washing hands. They clearly explain why they use soap and ensure that paper towels are disposed of appropriately to prevent the spread of germs. Children benefit greatly from healthy and nutritious snacks and meals. Children sit in small groups and become aware of safety when using knives to cut the fruit and why they should not swallow the stone from the plum. Staff support children's communication skills well as they use words and sign language to make healthy choices. Children's independence is encouraged by staff as there are opportunities for them to pour their own drinks or have support if requested. Older children are encouraged to serve their own meals at lunchtime so that they can be more independent in readiness for school. All meals are prepared in a scrupulously clean kitchen and the cook has good knowledge of children's special dietary requirements to meet children's individual needs successfully. Children are aware of their own needs. For example, children access their drinking bottles independently from low-level units when they are thirsty. Younger children are able to identify their cups as staff have labelled them with the child's photograph.

Care routines are well established. The key person system is used effectively to ensure that children's needs are routinely met such as, when changing nappies or putting children down for their nap. Staff have a good knowledge of children's individual needs and routines as care plans are established with parents and regularly reviewed. There are regular opportunities for children to be outside and active in the well-equipped outdoor areas. For example, children thoroughly enjoy engaging in chasing games as they play hide and seek. Children are aware that it is cold and wet outside and they need to put their coats and boots on; older children successfully complete this task on their own.

Staff are vigilant and ensure the stimulating and well thought out environments are regularly risk assessed to enable children to move freely. Children become aware of their own safety, as they are regularly involved in emergency evacuation procedures. They show good understanding of boundaries established to enable their safety when they know not to pass the chairs while the floor is being mopped as it is slippery.

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

Children are cared for in a safe and secure environment. Magnetic fobs are used to gain entry to the nursery and staff routinely greet parents and visitors. High-level release switches prevent children leaving the premises unattended. Staff have excellent knowledge of family circumstances and are aware of who may collect the children and rigorously apply the collection procedure. The owner/manager has developed comprehensive recruitment and induction arrangements to ensure staff are suitable to work directly with the children. All staff are clear on their roles and responsibilities. They have an accurate understanding of the safeguarding and welfare requirements and are committed to ensuring children's individual needs are met. There are very good

arrangements in place to safeguard children. In particular, staff have good knowledge of child protection issues and strong partnerships have been established with key agencies to protect children further. There are effective arrangements in place to develop staff's professional skills according to their needs and the needs of their key family. For example, through regular training audits the management have identified the increasing need to support children's communication skills. Therefore, Every Child a Talker training has been accessed. In particular, this has supported those families learning English as an additional language and identified the need for additional resources such as talking pens.

There are effective systems in place to evaluate and monitor the provision such as, the Somerset Quality Improvement Framework for Early Years. For example, staff have established a detailed development plan with contributions from some parents. Positive improvements have been made, for example, the re-organisation of the environment to accommodate different groupings of children according to their age. In particular, this has provided additional support for those children aged two to enable staff to support them fully to enhance their confidence. The management team review the planning and assessment arrangements with staff through regular team meetings. The owner has recently appointed a qualified teacher to enhance the review system and to sustain continuity in good practice.

Staff keep parents well informed about the nursery's policies, procedures, and their children's achievements. Parent evenings are regularly held and parents are able to comment on how to make improvements through contributing to the 'what went well' and 'even better if' boards. For example, staff have listened to parents' requests and have recently supplied parents with copies of the photographs in children's learning pathways and reorganised collection arrangements. The staff team are beginning to develop further systems to engage all parents in contributing home achievements to children's learning pathways although, as yet, this is not fully established. For example, staff have introduced Olivia and Oliver bear for children to take home on special occasions such as, holidays. Parents comment favourably on the reorganisation of the play space and how this has supported their children to settle and be more confident to communicate their feelings. Parents value the regular 'handovers' from staff which enable continuity in children's care and learning. Partnerships with health professionals are good such as, the additional support from speech and language therapists and joint portage visits. Arrangements are in place to share information with other early years settings such as, through regular phone calls with the key person and the sharing of learning priorities. There are close links with the school and relevant information such as, school entry plans, are shared by staff.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
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| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning. |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met | | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not Met | | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration. |

Inspection

This inspection was carried out by Ofsted 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.

Setting details

| | |
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| Unique reference number | EY409425 |
| Local authority | Somerset |
| Inspection number | 831755 |

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| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 79 |
| Number of children on roll | 128 |
| Name of provider | Helen Louise Hazell |
| Date of previous inspection | 21/09/2010 |
| Telephone number | 01278 457 581 |

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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