

Olive Tree Day Nursery

Beal House Farm Bungalow, Beal Lane, Beal, GOOLE, North Humberside, DN14 0SQ

Inspection date

Previous inspection date

02/10/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- Children show sound levels of curiosity and imagination and demonstrate positive relationships with their peers and staff in play and in discussions.
- Children's starting points are used to help staff to understand their level of ability, interests and learning styles in order to shape future learning experiences for them.
- Children are learning to behave well and they understand the need for effective healthy routines to keep them safe.

It is not yet good because

- Procedures for safeguarding children do not take into account the use of mobile phones and cameras in the setting.
- The nursery has not yet identified a named deputy to take charge in the manager's absence, or assigned key persons for each child.
- The monitoring and performance management systems are not yet embedded to show the effect of the new observation and assessment system, and to shape staff's professional development.
- Staff have not yet effectively completed a self-evaluation to demonstrate clearly how targets are prioritised and planned for to drive continuous improvement, and how parents and children are involved in this process.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in all three rooms of the nursery and outside. She also observed snack time and lunchtime.
- The inspector looked at evidence of the suitability of staff and a selection of policies and risk assessments.
- The inspector looked at children's learning files containing observations and assessments. She also looked at the planning.
- The inspector completed a joint observation with the manager and held meetings with the manager/proprietor.
- The inspector spoke to parents and gained feedback and their opinions of the service provided.

Inspector

Caroline Stott

Full Report

Information about the setting

Olive Tree Day Nursery registered in 2013 on the Early Years Register and is privately owned and managed. It operates from three rooms in a converted bungalow in the village of Beal on the outskirts of Selby, North Yorkshire. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs six members of childcare staff. Of these, five hold appropriate early years and play work qualifications at levels 4, 3 and 2. The nursery opens Monday to Friday from 7am to 6pm all year round. Care is available on Saturday mornings if required. Children attend for a variety of sessions. There are currently six children on roll, five of whom are within the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure the appropriate use of mobile phones and cameras in the setting is included in the procedure to safeguard children, and that this can be clearly explained to parents, carers and others in order to protect children
- ensure there is a named deputy who is able to take charge in the absence of the manager, to ensure children's needs are met
- ensure a key person is assigned for each child, to ensure that every child's learning and care is tailored to meet their individual needs.

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

- develop the performance management and monitoring systems to ensure that the quality of teaching and the implementation of the new observation and assessment system is monitored and information is used to shape staff's professional development
- implement a thorough and focused self-evaluation which includes the views of parents, children and staff and identifies priorities and plans to secure continuous improvement.

Inspection judgements

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

Staff have a suitable understanding of the seven areas of learning and have a sound knowledge of how children learn and develop. Staff observe children regularly and have completed a baseline assessment to show children's current developmental stage. The suitable planning takes account of children's interests and their next steps in learning and development. Overall, children's progress in their learning is appropriate, and staff have a good understanding of how to engage children's interests. For example, their interest in cars is supported effectively outside by adding a gutter 'runway' from the playhouse. This enables children to continue their imaginative play outside using stimulating and flexible resources. Babies' fundamental development is effectively promoted with musical toys and resources with buttons to press. They move around successfully, stimulated by staff through talk and play, engaged in using all their senses. Staff have a secure knowledge of children's starting points and this enables them to build on what children already know and can do. Staff discuss children's interests with their parents regularly in order to shape future learning experiences for them. For example, a tent is erected outside to support children's interest in where people live. This inspires children's imaginative role play, as they recreate their observations, such as a builder walking about with a bucket. Children re-enact life experiences observed, such as going on a bus trip in the wooden play bus. This means they are supported appropriately to acquire and develop more skills and make progress in their learning.

Staff place a strong emphasis on helping children to acquire good communication and language skills. This includes those who are non-verbal or in need of support, who are assisted well by the staff. For example, they use sign language, and colours are signed during various activities to further support children's language development. Staff repeat specific words and sounds, encouraging repetition and listening skills relevantly. Children engage in familiar stories and rhymes that embrace well-known actions and sounds, and staff encourage them to join in with repeated refrains and vocabulary. This enables children to anticipate key events in stories and respond to what they hear, promoting their listening and understanding skills suitably. Children are confident to talk to staff and visitors. A conversation about visiting an event motivates and excites children; this assists them to recall and relive past experiences, connecting their ideas, and empowers them to give their explanations and thoughts. This also allows them to offer suggestions to further support their play ideas to extend and follow their interests. This demonstrates children's fascination and deep involvement in their play and that staff respect children's ideas and proposals.

Overall, quality of teaching is satisfactory. For example, staff stimulate children to make loud and quiet sounds when using instruments, emphasising the differences between the palm of their hand and sticks on the drum. This promotes children's curiosity and inspires their imagination, to copy actions and repeat skills shown, and to master what they can do. This shows children's concentration and confidence as they accomplish a task, supported effectively by staff. The nursery has introduced a phonic session in the morning circle time, to develop children's understanding of letter sounds. Spontaneous learning

opportunities follow children's interests and enable them to learn successfully through exploring within their play and experiences. For example, children confidently build towers using bricks. They discuss sizes, such as taller, big and small, and are encouraged to count. This means they gain an understanding of numbers and measures to promote their mathematical awareness. Consequently, children are suitably motivated and keen to learn in this inclusive and welcoming setting.

Positive relationships are encouraged with parents, and children settle well. Parents share what they know about their children on the 'all about me' sheets before their child starts at the nursery. Starting points and baseline initial assessments are completed using parental contributions and initial observations. Staff continue to gain appropriate knowledge of children's learning and development through daily discussions with their parents. Staff share children's current interest and achievements on observations, such as 'wow moments', and share these accomplishments through the 'star of the day'. Parents can view their child's development and learning file at any time. Parents are also encouraged to add comments about their child's abilities and achievements to further support staff's knowledge of what children can do. Therefore, parents are encouraged to be involved in their children's learning and progress.

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

All areas of the nursery environment are well equipped and welcoming. Children's personal, social and emotional development is suitably promoted because staff play and talk to children. Children arrive happily and immediately find familiar resources to engage with. This encourages children to be independent and confident and they show positive relationships with their peers and staff, which supports their physical and emotional well-being. New children are supported to settle and parents are encouraged to stay for as long as necessary for children to feel safe. The use of daily diary sheets for babies and very young children means staff can match established routines, linking home to the nursery. For example, they maintain sleep patterns and feeding routines, and inform parents of what children have done throughout their session. Therefore, children's welfare needs can be consistently met. Staff support parents suitably through daily discussions, for example, they talk about children trying new foods. However, children have not yet been allocated a key person to ensure that their learning and care is tailored to meet their individual needs. Also, there is no key person available to parents to further guide children's learning and development at home and in the nursery.

Children behave well and play cooperatively. Their behaviour is suitably managed by the staff and they are reminded to share and take turns with their friends. For example, children are supported effectively through using sign language to say 'sorry', 'please' and 'thank you'. This enables them to learn and develop a responsible attitude and gain awareness of appropriate boundaries. Children show confidence and know the importance of keeping healthy and safe. For example, they discuss why it is important to wash away the germs from their hands after feeding pigs to the cows. They use sanitising gel confidently after stroking the cows, displaying their awareness of this familiar hygiene routine. Snack time and lunchtime provide valued opportunities for children to develop an understanding of healthy practices. The staff attend to individual dietary needs and

discuss this openly with the children in their care, so everyone becomes familiar about food intolerances. Staff discuss healthy eating consistently within play experiences, and they encourage children to talk about what is healthy and what is not. This permits children to discuss their likes and dislikes and gain an awareness of healthier options available.

Children are reminded to stay close to staff as they feed the cows in the adjacent field. This means they gain an understanding of managing their own safety, as consequences are discussed with them. For example, staying on this side of the fence by staff so they are safe. Children's physical development is promoted well. The outdoor area offers the opportunity for children to move in a range of ways and safely navigate spaces. There are various areas for children to explore freely, such as a tent and play bus, sand and water play area and a climbing station. This enables children to gain an understanding of the importance of outdoor play and physical exercise. Children investigate and are curious; they use tools and handle equipment effectively, and show good control and coordination as they move around outside.

Parents are offered gradual visits to the nursery to help children settle. The nursery uses various documents to exchange information on children's care needs and their interests. It has developed important early links with the local school and shares information verbally on a daily basis regarding children's care. The manager has requested transition documents from the school to support children's learning and development between the settings. This will also aid children moving on to school when the time comes.

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

Staff have a sound knowledge and understanding of safeguarding and have completed basic online training. They are knowledgeable of the signs and symptoms of abuse and confidently discuss the procedure detailing the course of action they would take in the event of a concern for children in their care. Comprehensive risk assessments and appropriate detailed policies are in place. These procedures, along with close supervision, minimise any potential risks to children. However, the nursery has yet to put into place an effective procedure about how they and others use mobile phones and cameras in order to safeguard children in the environment around them. This has a minimal effect on children's safety as staff are vigilant about children in their care. However, this means a requirement is not met to ensure children are fully protected in the setting. Staff request visitors' identification before allowing them inside and ensure their details are recorded upon entry and when leaving. All staff are suitably vetted, complete an in-depth induction and hold appropriate childcare qualifications to further enhance the service they provide. However, key roles for staff have not yet been established, such as the named deputy to take charge in the manager's absence, or key persons for each child. This means children's needs are not met as well as possible.

The nursery staff have a secure knowledge and understanding of providing a broad range of interesting experiences for children following their individual interests. This enables children to learn and develop suitably through a mixture of child-led and adult-led play

and activities. Skilful staff guide children's development and respond to their emerging needs through positive interactions. This means practitioners plan a range of developmentally appropriate activities to support children. The necessary paperwork is in place for the two-year-old progress check and ready to complete at the appropriate time. This establishes a generally good awareness of children's strengths and any areas where the child's progress is less than expected. Consequently, children are making appropriate progress in their learning and development.

The nursery is in its infancy. However, the performance management and monitoring systems are not yet fully embedded to clarify if the new observation and assessment system is meeting all children's needs. Also, staff's professional development, practice, quality of teaching, understanding and knowledge are not yet being shaped to foster a culture of mutual support, teamwork and continuous improvement. The nursery has also not yet implemented an effective self-evaluation, identifying areas for development and setting challenging targets for the future, in order to develop and enhance the provision sufficiently. Therefore, the drive for improvement is not clearly demonstrated through identified priorities that clarify the strengths and weaknesses of the provision, to support long-term achievements for children, parents and staff.

Partnerships with parents are positive; they speak highly of the nursery and the support staff give them and their children. The nursery has established initial links with the school and the local authority adviser. This is to gain further information, such as transition documentation from the school and contact details for other professionals, to fully support children moving to school or with identified emerging needs.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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 action. 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

Unique reference number	EY459762
Local authority	North Yorkshire
Inspection number	914050
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	17
Number of children on roll	6
Name of provider	Samantha Diane Bamling
Date of previous inspection	not applicable
Telephone number	07714 186 557

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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, which are usually the childminder's 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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