

Olive Tree Day Nursery

St Martins Community Centre, Abbots Park, London, SW2 3PW

Inspection date

Previous inspection date

03/03/2014

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 requires improvement

- Staff have a good understanding of the importance of supporting children who learn or speak English as an additional language.
- Partnership with parents is effective and this shared approach helps promote children's learning and development.
- Children settle well into the nursery and form secure attachments with their key persons and other staff members.

It is not yet good because

- Staff do not provide educational programmes with activities based on children's particular learning styles or support all areas of learning both inside and in the outdoor learning environment.
- Staff miss opportunities to support children to make their own decisions in their play.

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 staff and children's interactions in the nursery.
- The inspector looked at children's assessment records and other documentation relating to the nursery.
- The inspector took into account the views of parents spoken to on the day.
- The inspector spoke to the staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the registered provider.

Inspector

Jane Bull

Full report

Information about the setting

Olive Tree Day Nursery is owned by a private provider. It re-registered in 2013 following a change of ownership and operates from a hall within St Martin's Community Centre, Tulse Hill, in the London Borough of Lambeth. The nursery is registered on the Early Years Register. There are currently 34 children aged from two to five years on roll. The nursery employs five members of staff, three of whom hold early years qualifications. Two members of staff are working towards a qualification and the provider holds Early Years Teacher Status. The nursery is open each weekday from 8.30am to 3pm during term time. Children have access to an enclosed outdoor play area. The nursery receives funding to provide free early education for children aged three and four years, and for eligible two-year-olds. It supports children with special educational needs and/or disabilities as well as those who are learning English as an additional language.

What the setting needs to do to improve further

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

- improve the educational programmes so that activities are based on children's individual learning styles, and support all areas of learning outdoors as well as indoors.

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

- develop the staff's skills in supporting children to extend their thinking and make suggestions in their play.

Inspection judgements

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

Staff have suitable knowledge of how children develop and learn. Staff plan and provide activities that are of interest to children and hold their attention. The provision of educational programmes enables children to access a suitable range of activities and experiences across the curriculum when they are indoors. However, staff do not make sure that the outdoor provision supports individual children's learning styles or provide access to all areas of learning. Consequently, children make satisfactory progress in their learning.

Each child has an individual learning journey that staff use to record their development and identify next steps. Staff use observations, photographs and children's work to show

children's progress and record how they intend to support children's learning further. Staff involve parents in their children's development by sharing information with them verbally, through communication books and at termly parents' evenings. Staff use the learning journeys to write the required progress check for two-year-old children. Learning journeys are always available for parents to look at and discuss with staff. This means that staff involve parents in their children's learning on an ongoing basis and parents are aware of the progress their children are making.

Staff demonstrate their sound understanding of supporting children who learn or speak English as an additional language. For example, there are many signs on the walls in English and the home languages of children who attend. Staff encourage children, sing songs with them in their home languages and then in English and most of the staff speak the children's home languages. This means that staff provide opportunities to narrow any communication gap between them and other children and consistent progress is made overall. Staff liaise with parents and carers to find out about each child's background and share information when they start at the nursery. Staff encourage parents to share key words in their home languages when their children start at the nursery. This helps children to settle, develop their self-esteem and provides continuity of care.

The nursery provides an adequate range of activities to cover all areas of learning. Children take an interest in playing with each other during activities such as painting at the easel. Children learn about how plants grow through discussion and stories at group time and by practical experiences such as planting and growing cress. Children make sand castles in wet sand, which helps them to develop physically and further their mathematical skills as they work out how much sand they can fit in a bucket. Children have access to a suitable range of books and choose stories to look at independently. Routines such as self-registration also help children with literacy. Children join in discussion about what they do at home during group time and staff talk to them while they play. This means they learn the art of conversation and develop their language skills. However, staff do not consistently offer children opportunities to make their own suggestions when they play. For example, when singing with a small group of young children staff decide what rhymes they are going to sing. This means that staff do not always support children to make choices and develop their thinking skills.

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

Children are cared for in a welcoming and safe environment. There is a very calm, relaxed atmosphere throughout the nursery. Children settle quickly, are happy and readily join in with the routines of the day. The established key person system helps children to feel comfortable and form secure attachments so they develop their emotional well-being and independence. Staff discuss children's individual needs with their parents before they start to look after them appropriately. Parents comment that they feel confident that their children are being well cared for. Staff build positive relationships with parents. The parents agree that relationships are good and that the key person system helps their children to settle into the nursery. Staff know the children they care for well and demonstrate that they are aware of their individual needs. The settling-in procedure is

gradual and supported by staff and parents to minimise children's anxieties. This helps children to feel confident and secure at the nursery and provides continuity of care.

Children behave well when they are playing and staff remind them about the behaviour rules that are on the wall. For example, children wait for a turn when they want to use the painting easel. As a result, children play happily together and share toys. Staff frequently praise children's good behaviour. Staff show interest in what children do and say and respond to children's comments to help children to develop positive behavioural and social skills. Staff complete daily risk assessments of the nursery. These help to promote children's safety as staff identify and minimise potential hazards. Children practise regular fire drills, to help them learn what to do in an emergency. Staff are able to take appropriate action in the event of an accident as most staff hold paediatric first aid qualifications. Children take small but safe risks when playing, for example as they hold onto their key person's hand as they climb and jump on the steps. This demonstrates that staff provide suitable challenges to help children extend their understanding of risk and develop an understanding of safe practices.

Children enjoy healthy snacks of fruit that they serve themselves. Staff work with parents to encourage them to provide healthy lunches for children. Mealtimes are sociable occasions when children chat with friends and staff and develop their independence by pouring their own drinks. Staff promote good hygiene procedures by reminding children to wash their hands at relevant times. This approach helps children to understand about good personal hygiene and prepares children effectively for changes in their lives, such as starting school.

Children have access to a range of appropriate toys and resources indoors. The premises are organised effectively to support children's independence. For example, children know they can help themselves to resources and initiate their play. However, children are not always able to access the outdoor area and develop their physical well-being in the fresh air.

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

The management team demonstrates a sound understanding of their responsibilities to meet the safeguarding and welfare and learning and development requirements of the Early Years Foundation Stage. There are appropriate policies and procedures to inform parents and to guide staff in their practice. Most staff hold a recognised childcare qualification and the management team supports staff working towards gaining further childcare qualifications. This shows they are keen to continue improving the quality of the provision. Staff demonstrate they have an adequate understanding of the safeguarding and welfare requirements, including child protection procedures. Staff receive safeguarding training to support their knowledge and provide a safe environment in which children play and learn. Staff know to report any concerns they may have to the relevant authorities. This means that staff are aware of their role and responsibilities to protect children's welfare.

The management team uses self-evaluation to reflect on practice and to recognise priorities for improvement. For example, they look at providing dual language books for children to take home with them to read with their parents. This particularly helps children who learn or speak English as a second language. The management team seeks the views of parents and has support from the local authority to help them identify areas for improvement.

Staff recruitment procedures are robust and ensure adults caring for children are suitable to do so, as appropriate checks are made on all adults who have regular contact with children. Suitable induction processes are in place and all new staff are required to familiarise themselves with policies and procedures and understand their roles and responsibilities. The management team improves staff performance through regular appraisals, training opportunities and team meetings. The management leads a close staff team, who work well together and support each other in their provision. This means that staff are happy in their work and children benefit from consistent support and teaching.

Staff work in partnership with parents and with other providers to help children when they move from the nursery to school. For example, local teachers come to meet children before they start school. This means teachers are aware of the abilities of the children they will teach and help to prepare children for school. There is consistency of care between practitioners to support children's progress. Parents are positive about the care and teaching their children receive at the nursery. They say that they are 'very happy' with the nursery and the provision it offers for their children.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY468007
Local authority	Lambeth
Inspection number	933178
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	34
Name of provider	Tayyiba Maryam Hussain
Date of previous inspection	not applicable
Telephone number	02086788288

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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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