

Inspection of Olive Tree Day Nursery And Preschool

City House, 420 London Road, Croydon, Croydon CR0 2NU

Inspection date:

27 May 2021

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

There are significant weaknesses in the management of the setting, which, at times, impacts on the safety of children. This is particularly in relation to safeguarding procedures. Children attend this setting with a wide range of differing needs. There are a high percentage of children who speak English as an additional language. Staff respect this and provide some opportunities for children to share their own languages and learn those of others. Although children have fun, there are significant weaknesses in how staff keep them safe and support their learning. For example, staff plan activities that children enjoy and can do, but they do not do enough to help children learn new things. This means that not enough is being done to help children progress and develop new skills. Children often enjoy trying out new activities, but these lack challenge and do not have a clear focus. Therefore, children are often bored and do not persevere. Children generally behave well. However, staff have different expectations for each child, which provides inconsistent messages for others.

What does the early years setting do well and what does it need to do better?

- Although staff have an awareness of safeguarding procedures, concerns raised to the management team have not been fully addressed. The management team do not understand their role in referring concerns about children, which puts children at significant risk.
- Staff are approachable and friendly, but are not equipped with a deep understanding of their key children in order to ensure they can meet their needs. Parents do not know who their key person is and staff have not developed professional relationships with them to ensure they can provide adequate support. As a result, parents are not informed about their child's development or supported in what they can do to help.
- Staff do not support children well enough in their learning and development to ensure that they can reach their potential. Staff and the management team have a poor understanding of how to plan and provide a precisely focused curriculum. As a result, the gaps in children's learning are not being identified and, instead, continue to grow.
- Staff are not providing enough support for children with special educational needs and/or disabilities (SEND). Although staff and the management team have concerns about a number of children, they have not taken sufficient action to address them. As a result, children are not receiving good enough levels of support. Children who are already having trouble in keeping up with their peers are falling further behind.
- Despite actions being raised previously, the provider has not taken sufficient action to improve. For example, she has not developed a secure understanding of child protection issues. This is particularly concerning as the provider is one of

the designated safeguarding leads for the setting, who other staff approach for advice.

- The manager completes regular appraisals with staff. However, not enough has been done to address concerns raised during these meetings. Staff report that they feel under pressure and raise concerns about poor communication between the management team and staff working with the children. This affects how well they can provide appropriate care.
- Children enjoy home-cooked meals and healthy snacks and enjoy being able to play outside. Many children follow rules and play cooperatively. However, staff do not consistently challenge children's behaviour. For example, some children are allowed to leave the table as soon as they have finished eating, but others are not. This gives mixed messages about what is acceptable and what is not. At times, staff ask questions that encourage children to think through their answers, which encourages children's communication skills. However, this is inconsistent across the setting.
- There is insufficient evaluation of practice at all levels. The provider's attention is not focused on the issues that have the greatest impact on the children. This means improvements are not targeted and swiftly addressed.
- Babies care needs are met in regards to nappy changing and parents report that older children who are not yet toilet trained are well supported.

Safeguarding

The arrangements for safeguarding are not effective.

Many staff have attended training in child protection issues and are aware of the procedures. However, the manager and provider lack understanding about their roles. For example, they do not understand the correct procedures for referring concerns to the appropriate authorities and, instead, investigate these themselves. This means that important information is not passed on, which puts children at significant risk. In addition, communication between the management team and staff is poor. This means that staff are not always aware if information has been shared with relevant agencies. They are also not informed of any involvement with other professionals, such as social workers, so they can be alert to any relevant issues. Staff take appropriate action to limit risk in regards to COVID-19 (coronavirus) and cross-infection. For example, they have considered different pickup points for parents, and staff complete regular lateral flow tests.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
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take action to ensure senior managers have a full and robust understanding of safeguarding issues, including how to make relevant and timely referrals if concerns are raised about a child	05/07/2021
improve the support available to children who are behind in their development, including those with SEND, by seeking and acting on support from relevant agencies working with the child	05/07/2021
closely analyse and evaluate all aspects of the setting, including the leadership and management, to provide precisely targeted support, coaching and training for all staff in order to improve their knowledge and practice	05/07/2021
review the key-person system to ensure there is highly effective communication between the staff team, parents and other professionals working with the children to consistently meet each child's needs.	05/07/2021

To meet the requirements of the early years foundation stage, the provider must:

	Due date
plan and develop a curriculum that is precisely focused on each child's individual needs, and is sequenced carefully to build on what children already know and can do	05/07/2021
improve assessment arrangements to ensure that staff can quickly identify gaps in children's achievement and act on this information swiftly to ensure focused support to help them catch up.	05/07/2021

Setting details

Unique reference number	2508019
Local authority	Croydon
Inspection number	10195685
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	70
Number of children on roll	140
Name of registered person	Hussain, Tayyiba Maryam
Registered person unique reference number	RP516048
Telephone number	00447956499702
Date of previous inspection	Not applicable

Information about this early years setting

The setting registered in 2018 and is located in the London borough of Croydon. The setting is open Monday to Friday from 8am to 6pm throughout the year. There are 20 staff who work with the children, all of whom hold relevant qualifications at level 2 or above.

Information about this inspection

Inspector
Amanda May

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- This inspection was carried out following the risk assessment process.
- Four parents shared their views with the inspector at pickup times.
- The manager and inspector conducted two joint observations together and discussed the purpose of the activities.
- The inspector held discussions with the manager and provider throughout the day and reviewed a sample of documentation.
- The inspector observed practice in each of the rooms and held discussions with a number of staff.
- Children approached the inspector to share their experiences and show their work.

We carried out this inspection 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.

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