

# Inspection of Palm Tree Nursery School

58-60 St Silas's Road, Blackburn, Lancashire BB2 6JX

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Inspection date: 23 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children continuously demonstrate that they feel safe, happy and secure. They have established warm and trusting bonds with the nursery staff and their key persons. Parents do not have access to the nursery currently due to the COVID-19 arrangements that leaders have implemented. However, children separate well, waving goodbye to their parents at the door. Children are eager to start their day. They immediately become engaged in the exciting activities available. There is strong support for children who speak English as an additional language. Staff speak several languages and are skilled in their interactions with children. As a result, children approach their play with enthusiasm and are keen and excited to join in.

Children are confident and independent learners. Young children develop their small-muscle skills as they use tweezers to pick up and transfer peas from one container to another. Older children attempt to form letters from their name as they register on arrival. Children of all ages concentrate on their chosen tasks and show great motivation and perseverance.

Staff are positive role models and have high expectations for children's behaviour. They carefully explain the rules of the setting, such as 'good listening' and 'good sitting'. This helps children to develop a secure understanding of what is expected of them. Children play together independently. They are learning to share and take turns and follow instructions well.

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

- Children's mental health and well-being are given significant consideration. Staff recognise the potential impact of the recent national lockdowns. They have supported children to manage any feelings of anxiety through activities such as mindfulness. For example, children are encouraged to fly to a big, fluffy cloud. They take long, deep breaths, which helps to regulate their breathing. Furthermore, children and staff talk together daily about how they are feeling. This helps children to identify and manage their feelings and behaviours and develop empathy for others. Other activities, such as 'wake up and shake up' and yoga, help to support children's all-round physical health.
- Children have wonderful opportunities to learn about the world around them. They participate in many fundraising events, where they learn about those less fortunate than themselves and how they can help. For example, children donate items to the local food bank and help to cook food for homeless people. Furthermore, once restrictions allow, staff wish to restart the many visits and opportunities that children have to engage with the community in which they live. These include visits to a nearby residential home and local schools to

support children's understanding of their place within society, difference and diversity.

- Staff are very kind and caring in their approach. They demonstrate polite and kind behaviour which helps children to develop their individual characters and become good citizens. However, occasionally, in their eagerness to help children, staff do not encourage children to complete tasks for themselves. For example, as children explore colour mixing, staff pour out the paint and pass them brushes to use. They do not embrace these opportunities to support children to develop their independence skills even further.
- Children make good progress in their learning and development, including those with special educational needs and/or disabilities and those who speak English as an additional language. Staff plan activities that reflect children's interests. For example, children continue learning about the importance of healthy eating as they make fruit kebabs and strawberries out of play dough. Staff support children to use number names as they play and to recognise quantities. However, staff do not further challenge children's understanding of mathematical concepts such as size, shapes and patterns.
- The enthusiastic staff team speaks highly of the passionate and dedicated leaders. Staff are encouraged to engage in a wealth of training opportunities to help them to further develop their knowledge and practice. They participate in weekly discussions where they reflect on children's learning and development and evaluate the opportunities available for children. This helps to ensure that outcomes for children are good.
- Partnerships with parents are strong. Parents' comments are overwhelmingly positive. Parents describe how their children thoroughly enjoy attending and comment on the progress they have made, particularly with their communication skills and confidence.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff demonstrate a strong commitment to safeguarding children. Leaders ensure that staff receive regular training. They test out their knowledge and understanding through regular quizzes and discussing scenarios. Staff are alert to the potential signs and symptoms of abuse. They fully understand the procedures to follow should they have concerns about a child's welfare. Staff also demonstrate a thorough understanding of the action they would take if they had any concerns about a staff member. Staff continuously ensure that the environment is safe and secure for children. They maintain good documentation and follow detailed policies and procedures to help ensure children's safety.

## What does the setting need to do to improve?

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

- support staff to recognise when children can do things for themselves to further develop their independence
- strengthen the curriculum for mathematics and develop staff's confidence in challenging children's mathematical understanding.

## Setting details

<b>Unique reference number</b>	EY562993
<b>Local authority</b>	Blackburn with Darwen
<b>Inspection number</b>	10191098
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Rana, Noreen Hameed
<b>Registered person unique reference number</b>	RP562992
<b>Telephone number</b>	01254 697960
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Palm Tree Nursery School registered in 2018 and is owned by an individual. The nursery currently opens from 8.30am to 11.30am each weekday, during term time. There are six members of childcare staff. The provider holds qualified teacher status and the manager holds an early years qualification at level 4. All other staff are qualified at level 2 or above.

## Information about this inspection

**Inspector**  
Karen Cox

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The manager completed a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- The inspector observed staff's interactions with children during activities indoors and outdoors and assessed the impact this has on children's learning.
- A joint observation of an activity was completed with the manager.
- A meeting was held between the inspector, the manager and the provider. The inspector looked at relevant documentation, including evidence of the suitability of staff.
- The inspector spoke with parents, staff and children at appropriate times during the inspection and took account of their views.

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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