

Inspection of The Olive Tree Nursery

Westonzoyland Road, Bridgwater, Somerset TA6 5HT

Inspection date: 31 May 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Despite inconsistencies in the quality of teaching, children are happy and settled at the nursery. The managers know what the children need to learn and how staff should support this. However, there have been several staff changes, and managers have not made sure that all staff have a secure understanding of how to plan effectively for the skills and knowledge children need. Staff do not focus sufficiently on embedding children's key areas of development, to build firm foundations for their future learning. They do not always prepare activities well, and children are left waiting while they find the resources they need. This means that children do not make as much progress as they could.

Nonetheless, children are becoming independent learners. They explore the resources and learn through trial and error. Children generally have good attitudes to learning and want to take part in activities. For example, older children are eager to search the environment to match shapes. Toddlers explore foam using their senses and notice what happens when they mix colours. Children show good concentration as they learn to use scissors and persevere with trying to use them correctly. Some staff help children to recall previous learning and demonstrate their knowledge. For example, when asked where eggs come from, older toddlers suggest 'dinosaurs', 'chickens', 'ducks' and 'birds'.

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

- The management team evaluates its practice and monitors the quality of teaching. Staff have had training to support children's emotional development and have focused on helping children to make better progress in their mathematical development. Managers have taken action to support staff and raise the quality of experiences for children. For example, they spend time in the rooms, role modelling effective teaching, and have recently employed a curriculum lead. However, this is in the early stages and has yet to make a full impact.
- The quality of education for children is inconsistent. Some staff concentrate more on planning activities around their topics than thinking about the knowledge and skills they want children to achieve. In addition, they do not always provide effective interaction. For example, in the baby room there is a lack of focus on planning for children's communication skills. Staff are not consistent in talking to children and extending their language. Occasionally, some older babies receive very little interaction.
- Children of all ages enjoy stories and songs. Older children get to vote on which book to have and toddlers use a choosing bag for songs. Staff ensure that older children all get the opportunity to ask or answer questions. However, staff do not always ensure that children can listen without disruptions or pay attention to

each other talking.

- Staff are kind, gentle and reassuring with babies and children. The room leader ensures staff know how to meet babies' individual care needs. They gain good information from parents to maintain babies' routines, to help them feel safe and secure. Children new to the nursery soon settle in and parents confirm that their children are happy. Staff working with older children give them praise and encouragement, supporting their emotional development well.
- Children enjoy healthy food and understand the importance of exercise. Staff have good hygiene practices, such as wearing aprons and gloves to change nappies. However, occasionally, staff do not notice young children's runny noses and do not always support older children in covering their mouth when coughing.
- Older children are becoming independent. For example, they find their bag and remove their top when they get wet from water play. All children have opportunities to be outdoors, are active and gain good physical skills. For example, toddlers enthusiastically join in with action rhymes, and older children ride bikes and climb with control. Babies learn to feed themselves and move around the environment safely. Children develop good relationships and generally behave well.
- Partnerships with parents are effective. Staff use an online system to communicate with parents, along with daily verbal feedback, to support care and learning at nursery and home. Managers are proactive in forging links with schools and outside agencies. They ensure that children with special educational needs and/or disabilities receive the extra support they need to narrow gaps in their development and prepare them well for school.

Safeguarding

The arrangements for safeguarding are effective.

The manager has ensured that all staff receive training in all aspects of safeguarding children. She questions staff to check that their knowledge remains up to date. Staff have a suitable awareness of the procedures for safeguarding children. Managers now ensure that they share information on a need-to-know basis. They make certain that everyone working with the children has all the information they need to protect their welfare. Staff carry out good risk assessments to check for hazards in the environment. Children develop a good awareness of safe practices, such as care in the sun and using scissors sensibly.

What does the setting need to do to improve?

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

	Due date
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focus staff development on ensuring all staff understand the curriculum intent and plan and implement this effectively to help all children make good progress	01/12/2022
strengthen the monitoring of the baby room, to ensure all children receive good interactions.	01/12/2022

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

- support older children to be able to hear and concentrate fully on stories and listen to each other talking, to enhance their language and communication skills
- help staff to be consistent in fully supporting children's personal development regarding healthy practices.

Setting details

Unique reference number	EY409425
Local authority	Somerset
Inspection number	10214392
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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	176
Name of registered person	Hazell, Helen Louise
Registered person unique reference number	RP514882
Telephone number	01278 457 581
Date of previous inspection	8 September 2016

Information about this early years setting

The Olive Tree Nursery registered in 2010. It operates from Bridgwater, Somerset. The nursery is open each weekday from 8am until 6pm, for 50 weeks of the year. It receives funding for free early education for children aged two, three and four years. The nursery employs 28 staff who work directly with children. Of these, one holds early years teacher status and another holds an appropriate early years qualification at level 6. Two staff hold an appropriate early years qualification at level 4, 18 hold qualifications at level 3 and four staff hold qualifications at level 2. The nursery also employs a cook.

Information about this inspection

Inspector

Elaine Douglas

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 that into account in their evaluation of the provider.
- The manager led the inspector on a walk around the setting to discuss their curriculum and the safety of the premises.
- The inspector carried out a joint observation with the manager of a planned activity.
- The inspector observed the quality of education, spoke with staff, and assessed the effectiveness of safeguarding and care procedures.
- A leadership and management discussion was held with the manager and the deputy manager, and the inspector sampled documentation.
- The inspector asked parents and children for their feedback at 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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