

Inspection of Olive Tree Day Nursery

59-61 Coopers Road, Birmingham B20 2JU

Inspection date: 14 April 2023

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

What is it like to attend this early years setting?

The provision is good

Children arrive at the nursery happy and eager to begin their play. They form secure relationships with the kind and caring staff team. Older children take responsibility for their belongings. They are beginning to recognise their name and quickly hang their coat and bag on their named coat peg. Children benefit from healthy and nutritious meals and snacks prepared by the on-site cook. They have daily opportunities for fresh air and exercise. Children have fun as they play outside in the well-resourced garden. They excitedly climb on age-appropriate apparatus and ride on wheeled toys.

Children behave well and display good manners. They play cooperatively together and develop early friendships. Young children are learning to share and take turns. They display high levels of concentration. Young children explore textures, such as dough. Young children develop strength in their hands in readiness for early writing as they mix and knead the dough. Older children independently manage their self-care. They learn to use the toilet by themselves and remember to wash their hands afterwards. Babies are settled and content. Staff quickly recognise when they are beginning to get tired or hungry. Babies sleep peacefully in comfortable surroundings. They receive lots of cuddles from staff throughout the day. This helps them to feel emotionally secure and confident to explore their surroundings.

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

- The manager and the provider strive to deliver high-quality care and education to all. The manager meets regularly with staff to discuss their practice. She supports them to complete online training around their interests and key professional development needs. However, the manager is yet to effectively monitor all aspects of staffs knowledge and skills and identify areas where they may need further support to raise the quality of teaching to the highest level.
- Staff provide children with a broad curriculum. They seek information from parents about children's previous learning when they first begin to attend. This helps staff to effectively plan for children's learning from the outset. Staff make regular assessments of what children know and can do. They use this information to plan what children need to learn next. Children make good progress in their learning.
- Good settling-in procedures ensure children are ready for the move from home to the nursery. A well-established, key-person system supports children to form strong relationships with staff. During induction, staff invite parents and children to attend the nursery for short periods to get to know them and become familiar with the surroundings. When children move on to their next room, key persons spend time with their key children in their new room. They introduce them to staff and share information about children's individual learning needs.

- Staff effectively support children with special educational needs and/or disabilities (SEND). They speak with other professionals to share information and plan together to move children with SEND forward in their learning. Children with SEND make good progress from their starting points.
- Partnerships with parents are good. Staff share information with them about their children's care needs and achievements in a range of ways. They speak to them at drop-off and collection times, send digital messages and add photos and assessments to children's online learning records. This helps parents to continue and extend their children's learning at home. Parents speak highly of the staff and are happy with the care and education their children receive.
- Staff effectively support children's communication and language skills. They engage them in meaningful conversations as they play. Children talk about their favourite vegetable as they make pizza for lunch. Staff introduce descriptive words, such as 'sticky', as young children explore flour and water. They sing songs, use single words and associative sounds to support the youngest children's emerging speech.
- Staff provide children with meaningful activities to support their understanding of some cultural celebrations. For example, they make cards for Diwali and Mother's Day. However, staff are yet to provide children with broad enough experiences to fully support them to develop their understanding and appreciation of diversity in the world around them.

Safeguarding

The arrangements for safeguarding are effective.

The nursery has a secure entry system in place. This helps to stop unauthorised persons from entering the premises. Staff complete daily checks on all areas of the environment to ensure the premises are safe and secure. Managers and staff attend regular safeguarding training to keep their knowledge and skills up to date. They are aware of the indicators of abuse and are familiar with the procedures to follow should they need to report a concern about a child's welfare. Staff know what to do and who to contact should they have any concerns about a work colleague. Robust vetting and recruitment procedures are in place. This helps to ensure that all staff working with children are suitable for their role.

What does the setting need to do to improve?

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

- strengthen ways to monitor staff practice and their ongoing knowledge and skills to further support them to raise the quality of teaching to the highest level
- provide children with even more experiences to help them develop a better understanding and appreciation of diversity in the world around them.

Setting details

Unique reference number	2621772
Local authority	Birmingham
Inspection number	10276065
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	52
Number of children on roll	75
Name of registered person	Toddlers Academy Limited
Registered person unique reference number	2621771
Telephone number	0121 2575080
Date of previous inspection	Not applicable

Information about this early years setting

Olive Tree Day Nursery registered in 2021 and is located in the Handsworth Wood area of Birmingham. The nursery operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and a week at Christmas. The nursery employs 18 members of general staff, including 12 who work directly with the children. Of these 12, two hold an early years qualification at level 6, six hold an early years qualification at level 3 and one holds an early years qualification at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Tina Smith

Inspection activities

- This is 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager, who is the setting's special educational needs coordinator, spoke to the inspector about how they support children with SEND.
- The inspector carried out joint observations of group activities with the manager.
- The inspector took account of the views of parents through discussions and documentation.

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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