

# Inspection of Elm Tree Nursery

Elm Tree Primary School, Ranworth Avenue, Lowestoft NR33 9HN

---

Inspection date: 22 June 2023

<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	Good
--	------

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

### The provision is good

Children are at the heart of this nursery. They thrive in the welcoming and nurturing environment. Children build trusting relationships with staff, who greet them with 'good morning' and big smiles as they arrive. Children quickly learn the daily routines. They place their lunch boxes on the trolley and hang their bags up. They find their name and self-register. Children seek out their friends. They play collaboratively together as they explore the stimulating activities on offer. Staff support children's developing imagination by giving them the freedom of self-expression. Children tell staff, 'If you put the seashell to your ear, you can hear the sea.' Then they say, 'If you look up, you can see the seagulls.'

The staff's approach to teaching ignites children's curiosity and interests. As a result, children are fully engaged and immersed in their learning. During group time, children wait eagerly to hear about the nursery bear's holiday adventure in Holland. As staff read out his postcard, children become engaged in meaningful conversation. They learn an array of new things, such as windmills have 'sails' and 'poffertjes' are sweet pancakes. Staff skilfully introduce new words, such as 'bog' and 'tentacles', into children's play, to broaden their vocabulary.

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

- The dedicated manager has devised a clear and ambitious curriculum. The knowledgeable and enthusiastic staff implement the curriculum effectively across the nursery. Staff build on what children already know and can do. They consider children's interests when planning activities. As a result, children become active learners. During a den-building activity, staff encourage children to think about how to assemble the resources to make the den. Children recall they need to use the large pegs.
- The special educational needs coordinator (SENCo) is effective in her role. Her support for children with special educational needs and/or disabilities is a strength of the nursery. The SENCo takes prompt action to address identified gaps in children's learning. She works very effectively with parents and external professionals. The nursery staff use additional funding effectively to support children's individual needs. As a result, children make the best possible progress in their learning.
- Staff weave mathematics into children's everyday play. Children show an embedded knowledge of mathematics. Older children confidently name complex shapes, such as 'hexagon' and 'octagon'. They tell staff how many sides each shape has. Younger children identify numbers up to 10. They use mathematical language, such as 'empty' and 'full', when filling up their bucket with sand.
- Staff have high expectations of children. They encourage them to be resilient and to have a can-do attitude to their learning. Older children apply sun cream

and put on their hats and shoes before going outside. Younger children persevere as they put on their shoes and seek support from an adult if needed. However, at snack time, staff carry out simple tasks for children that they could do for themselves, which does not support them in developing their independence.

- There is a strong focus on developing children's communication and language skills. Staff get down to the children's level and narrate as they play. They expand effectively on what children are saying, to build quality two-way interactions. Staff repeat words and sentences back to the children so that they can hear and learn the correct pronunciation.
- Children behave well. They take turns and share. Staff consistently model good manners when talking to the children. Children are kind and help each other. They support their friends while playing a board game, for example by helping them to match the pictures correctly. Staff praise children for their achievements, which promotes their confidence and self-esteem.
- Parents are extremely complimentary about the nursery and staff. They comment that staff go 'above and beyond' with the support they offer them. Parents say that home visits are an invaluable part of their children's smooth transition to the nursery. They describe staff as 'wonderful' and say that they provide a nurturing environment.
- Children develop a love of stories and books. Story time is a key part of the day, and one which all children enjoy. There is a 'buzz' of excitement and staff enthusiastically capture children's curiosity as they bring the story to life. Children relish these moments and become enthralled while anticipating what will happen next in the story.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate a comprehensive knowledge of how to keep children safe. They know the procedures to follow if they have a concern regarding a child's well-being. All staff and the manager access safeguarding training, including 'Prevent' duty training. They have exceptional knowledge of the types of abuse and indicators that might alert them to a child being at risk of harm and abuse. All staff and the manager know what to do should they have concerns about the conduct of a colleague. The premises are safe and secure, and staff deploy themselves to ensure that children are well supervised at all times. The management team has robust recruitment procedures in place.

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

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

- strengthen opportunities for children to develop their independence.

## Setting details

<b>Unique reference number</b>	EY473432
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10289067
<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>	30
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Havers Development Ltd
<b>Registered person unique reference number</b>	RP521877
<b>Telephone number</b>	01502562930
<b>Date of previous inspection</b>	10 November 2017

## Information about this early years setting

Elm Tree Nursery registered in 2013 and is based in Elm Tree Primary School, in Lowestoft, Suffolk. The nursery employs four members of staff who work directly with the children. Of these, one holds a degree in early years education and three hold childcare qualifications at level 3. The nursery is open from Monday to Friday, term time only. Sessions are from 8.45am to 11.45am and 12.15pm to 3.15pm. A lunch club also operates from 11.45am to 12.15pm. The nursery provides funded early years education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Diane Middleton

## Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The inspector and the manager had a learning walk and discussed the nursery and the curriculum.
- The inspector spoke with staff at appropriate times throughout the inspection and carried out a joint observation with the manager.
- The inspector looked at relevant documentation, including evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of written testimonials.
- Children spoke and engaged with the inspector during the inspection.
- Discussions were held between the staff and the inspector to help establish their understanding of how to safeguard the children in their care.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023