

Inspection of Olive Tree Day Nursery and Preschool - Croydon

City House, 420 London Road, CROYDON, Surrey CR0 2NU

Inspection date: 19 June 2025

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 happy to attend the setting. They receive a warm welcome from the friendly staff on arrival. Babies enjoy cuddles from staff, who offer them reassurance when needed. This helps children to settle quickly and feel safe and secure. An effective key-person system supports children to make attachments from the start. Staff and parents and carers share information about children, which enhances children's well-being.

Staff plan and provide a broad and exciting curriculum, which supports children's learning and development. For example, babies enjoy splashing in water with leaves and squeezing dough, which develop their sensory experiences. Toddlers fill buckets with sand and use tools to extend their fine motor skills. Staff support older children to extend their literacy skills and learn about the importance of exercise and healthy eating for their bodies. They engage well with children during activities.

Staff support and extend children's mathematical knowledge through a range of activities. Children learn to count, identify shapes and patterns and begin to tell the time. Overall, children behave well. They share resources with their peers and staff encourage them to take turns. Staff use praise and encouragement and reinforce using good manners.

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

- Staff work together to plan a curriculum that builds on children's knowledge and previous experiences. They include children's interests and plan activities to help children to develop new skills to prepare them for their future learning. Staff use observations, monitor children's progress and identify their next steps in learning. This ensures that any gaps in children's development are addressed swiftly. All children make good progress.
- Staff support children with special educational needs and/or disabilities well. They liaise with parents and contribute to education, health and care plans to meet children's individual needs. Leaders work in partnership with the local authority's inclusion team and use additional funding to provide extra resources. They use this to support children's development at the setting and to continue their learning at home with their families.
- Children enjoy a wealth of activities to support their communication and language development. In the baby room, staff provide back-and-forth interactions that support babies to copy sounds and develop their initial words. Staff introduce new vocabulary, engage children in conversations and ask questions. Together, they enjoy singing and sharing stories. This supports children to become confident communicators.

- Overall, staff role model the behaviour they expect well. They talk to children in a calm manner and provide reminders about following the rules. However, when children become upset or display disruptive behaviour, staff show an inconsistent approach to managing this. Staff do not support all children to gain an understanding of their emotions and how their behaviour can affect others.
- Partnerships with parents are well established. Most parents speak highly of the service the setting provides. They comment that their children have made progress with their language development and grown in confidence since starting the setting. Parents appreciate the wide range of experiences for their children and the ongoing communication about their progress.
- Staff promote a culture of diversity and inclusion across the setting. Children explore a range of religious and cultural festivals. This supports them to learn about their own uniqueness and develop an understanding and respect of others. Staff teach children songs about other cultures, share stories and use trips to enhance children's understanding of their local community and the wider world.
- Staff encourage children's self-care skills by encouraging them to wash their hands and make choices. However, at transition times, especially in pre-school room, staff focus on tidying away and noise levels become very high. This means that staff do not support children effectively to take responsibility for tasks or understand what is expected of them. This does not support children to extend their independence skills further.
- Robust recruitment procedures and staff induction processes are in place. This ensures that all staff are suitable to work with children and understand their roles and responsibilities. Leaders support staff with ongoing supervision and set targets. Staff access continued professional development to increase their knowledge. Leaders reflect and evaluate the service they provide and plan for future improvements.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen transition times to address the noise levels and build on children's independence and their level of responsibility as they help with tasks, especially in the pre-school room
- develop staff's understanding of supporting children to manage their behaviour through regulating and gaining a deeper understanding of their emotions.

Setting details

Unique reference number	2792476
Local authority	Croydon
Inspection number	10410026
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	1 to 4
Total number of places	85
Number of children on roll	165
Name of registered person	Olive Tree Day Nursery and School Ltd
Registered person unique reference number	2792477
Telephone number	07956499702
Date of previous inspection	Not applicable

Information about this early years setting

Olive Tree Day Nursery and Preschool - Croydon registered in 2024 and is located in the London Borough of Croydon. The setting employs 21 members of staff. Of these, 14 staff hold appropriate early years qualifications at level 2 and above. The setting is open all year round, from 8am to 6pm, Monday to Friday, except for one week at Christmas. The setting provides government funded childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector
Helen Craig

Inspection activities

- The deputy manager and inspector carried out a learning walk and discussed the setting's curriculum for children's learning.
- The manager and inspector carried out a joint observation and discussed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector spoke to children and staff during the inspection and gathered their views.
- The inspector held a leadership and management discussion with leaders and discussed safeguarding and how they evaluate their practice.
- The inspector looked at a range of documentation, including staff's suitability and their qualifications.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2025