

Inspection of Olive Tree Nursery School (registration until: 03 Jul 2024)

211-213, Streatham High Road, LONDON SW16 6EG

Inspection date: 7 June 2024

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 separate with ease from their parents as staff warmly welcome them into the nursery. Children enjoy regular outings to the local park and supermarket to buy fruits and vegetables for their snacks. This helps support their learning and understanding about keeping themselves healthy. Staff develop this further and enhance their literacy by reading children's favourite stories, such as 'The Very Hungry Caterpillar'. Children are encouraged to be creative. For instance, they make their own caterpillars and butterflies for the story. Staff plan for and skilfully incorporate mathematics into children's play. For example, they count the fruits and vegetables they have made out of play dough for the caterpillar to eat.

Staff act as good role models and consistently reinforce positive behaviour. They refer to the 'golden rules' to remind children about what is expected from them, and they behave well. This helps teach children to be considerate and caring of one another. Children learn to share and take turns and use resources safely. For example, when waiting to use a knife to cut play dough, a child says to their friend to 'be careful as you might cut yourself'.

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

- Staff introduce new words to children as they play, and older children are confident and express their ideas. Children join in with songs and rhymes and staff know this is important to support children with developing good communication and language skills. Staff provide children who speak English as an additional language with lots of support. For example, some staff can speak the main languages spoken in the nursery. This supports children's understanding and strengthens partnerships with parents with translation, especially when supporting children to settle.
- Staff teach the children about difference and plan activities to support children's understanding of other cultures. For example, children learn about festivals and parents bring in foods from their home countries. This enables children to learn about different people and communities.
- Staff observe and monitor children's progress to help them identify and address any gaps in their learning. The special educational needs coordinator works in partnership with other professionals and parents to ensure that children's care and learning are consistently met. For example, staff have developed a sensory area to help create a soothing and calm environment. This helps children, including those with special educational needs and/or disabilities, to make good progress in relation to their starting points.
- Partnership with parents is strong and they speak very highly about the service they receive and praise the work that staff do. Staff send home regular newsletters and speak to parents daily to share their children's achievements

and learning.

- Managers offer staff regular supervision sessions and opportunities to discuss their roles and key children. Staff are offered training and speak very positively about their support from the manager. They are either undertaking qualifications or have progressed to higher level qualifications to extend their professional development. This helps raise the quality of teaching and learning in the nursery.
- Staff form effective partnerships with the local primary school. They share information about the children's needs and development and encourage children to develop their independence. For example, children learn to dress themselves, pour their own drinks and know when to wash their hands. This supports the move to school.
- Staff provide high-quality, inviting and creative activities and experiences that promote all areas of children's development. Children are eager to play and confidently access the environment. They add to the planned activities by self-selecting resources, which are readily available. Children enjoy a balance of self-directed and adult-led learning. However, noise levels are not always managed well by staff, and children are not always able to hear what is expected of them.

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:

- develop strategies to reduce noise levels, particularly for those children who are quiet and less confident, to help them to make the most of all learning experiences.

Setting details

Unique reference number	2669860
Local authority	Lambeth
Inspection number	10335576
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	47
Name of registered person	Hussain, Tayyiba Maryam
Registered person unique reference number	RP516048
Telephone number	07956499702
Date of previous inspection	Not applicable

Information about this early years setting

Olive Tree Nursery School opened in 2021 and provides sessional care operating in Streatham in the London Borough of Lambeth. Opening hours are from 9am to 3pm, Monday to Friday, term time only. The manager holds qualified teacher status.

Information about this inspection

Inspector

Emma Mizzi

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 leaders and has taken that into account in the evaluation of the nursery.
- The inspector spoke to parents and took account of their views during the inspection.
- The inspector held discussions with the leadership team and staff.
- The inspector looked at relevant documentation and evidence of the suitability of staff working at the nursery.
- Interactions between staff and children were observed and evaluated by the inspector and the manager.

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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