

Inspection date	21 June 2019
Previous inspection date	5 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The leadership team aspires to offer outstanding care and education. Leaders are ambitious and hard working and evaluate the provision effectively. Leaders demonstrate their drive for continuous improvement and take account of the views of staff, parents and children.
- The key-person system is extremely effective. Children are supported by dedicated, nurturing and attentive staff. Children's emotional attachment, self-esteem and sense of belonging are promoted exceptionally well through positive and meaningful play experiences.
- Leaders and staff excel in their approach to working with families and the wider community. The staff team has an inclusive approach. Staff skilfully support children to develop an excellent understanding of themselves and other cultures beyond their own.
- Children are provided with an array of opportunities to be physically active. This is particularly evident in the outdoor areas. They explore, climb, and dig in the 'secret garden'. Children's curiosity is ignited as they search for bugs in the pond and surrounding areas with excitement.
- Partnership working is strong. Parents are highly complimentary about the care that their children receive. Staff regularly share information with parents. They invite them to themed coffee mornings where they benefit from information about topics such as oral hygiene and behaviour management.
- The manager and her staff team strive for high standards. For example, they have achieved the 'Millie's Mark' award, which ensures that every member of staff is first-aid trained. Staff are confident, ready, capable and know what to do in a paediatric first aid situation.
- At times, staff do not make the most of spontaneous play opportunities to challenge children and extend children's learning to the highest level.

What the setting needs to do to improve further

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

- focus more precisely in response to children's spontaneous play opportunities by offering further challenge to help children make the best possible progress.

Inspection activities

- The inspector observed the quality of teaching during activities inside and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Rachel Strutt

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a thorough understanding of their individual responsibilities to keep children safe from harm. They have good knowledge of the signs and symptoms of possible abuse, including wider child protection issues. Staff know the local referral procedures well. Staff feel valued and supported by the manager. Through supervisory sessions staff receive good support, guidance and coaching. They engage in a well-established programme of training to improve the quality of teaching and outcomes for children. For example, a behaviour management course has enabled staff to devise strategies to positively manage and support children's behaviour. Vigorous risk assessments are in place to help ensure that all areas of the premises are safe. Staff deployment is good and staff supervise children with vigilance.

Quality of teaching, learning and assessment is good

Staff know children extremely well. They have high aspirations for all children and offer effective support to help them reach their full potential. Staff offer children a good balance of child-initiated play opportunities and targeted adult-led activities. Learning opportunities are based on children's interests and next steps in learning. The environment is welcoming and stimulating. The staff provide real tools and equipment for children to experience in a safe manner. For example, even the youngest children chop fruit and vegetables in the mud kitchens and show good dexterity. Children explore their surroundings with confidence, they make their own choices and display a good level of curiosity. For example, children find ladybirds and eagerly count how many they have found. Parents are encouraged to be closely involved in their children's learning. They contribute to assessments and staff encourage them to continue this learning at home.

Personal development, behaviour and welfare are outstanding

Staff are excellent role models. They encourage children to show respect and tolerance for others and this is demonstrated by children's exceptional behaviour. Children are engaged, show high levels of perseverance and are extremely motivated to learn. Staff have a strong focus on inspiring families to lead a healthy lifestyle and they take every opportunity to inform parents about ways of maintaining their children's good health. For example, they invite doctors and dentists to open mornings which ensures all children are registered with the relevant services. Staff are excellent communicators who model language well. They listen intently and give time for children to respond. This supports children's self-esteem and confidence extremely well. Children and their families benefit from staff using their bilingual skills. Children who speak English as an additional language are expertly supported to make exceptional progress in their learning. As a result, children feel valued and demonstrate a strong sense of belonging.

Outcomes for children are good

Children are happy, self-assured and independent learners. Children are developing good early writing skills. For example, they write letters to their friends and families and post them at the local post office. All children make good progress. Children are gaining the key skills required to be well prepared for their eventual move to school.

Setting details

Unique reference number	EY482021
Local authority	Lancashire
Inspection number	10076293
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	65
Number of children on roll	75
Name of registered person	Olive Tree Nursery Ltd
Registered person unique reference number	RP534027
Date of previous inspection	5 January 2016
Telephone number	01282 835493

Olive Tree Nursery registered in 2014 and is located in Burnley. The nursery employs eight members of childcare staff. All staff hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday during term time. Sessions are from 8.45am until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language, and children with special educational needs and/or disabilities.

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