

Inspection of Olive Tree Nursery

63A Colne Road, Burnley BB10 1LJ

Inspection date:

15 September 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

Inadequate

What is it like to attend this early years setting?

The provision is good

Children arrive with excitement to this friendly, welcoming and homely setting. They greet staff with open arms for hugs and smile and wave at their friends. Children form secure bonds with their key person from the start. They are confident and self-assured. For instance, children take turns during group time to talk and share experiences with their friends. They are motivated to be kind and care for others and the environment. Children enjoy helping staff to set the table at snack time and are eager to help with other tasks, such as sweeping the sand. Staff provide children with constant and specific praise. They offer children rewards, such as stickers. Children have the opportunity to ring a bell once they have collected an agreed number of stickers, to highlight to their friends their achievement. This helps children to develop a sense of pride in themselves.

Leaders provide children with a range of opportunities through an ambitious and varied curriculum. Children benefit from outings, such as to post their letters and drawings home. Staff invite local visitors to the setting to share their experiences, such as gardeners and people who care for animals. This helps to broaden children's experiences. A key strength of the curriculum is the promotion of children's communication and language skills. Staff use a range of effective teaching methods. For example, they teach children sign language, and use visual aids and picture cards to help to teach children how to communicate. Many children join the setting with very little spoken English and by the time they leave, they are confident communicators.

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

- The provider has ensured that all actions raised at the last inspection have been addressed. They have provided staff with training and sought help from the local authority, to help raise the quality and ensure children's safety. Staff complete risk assessments daily and on an ongoing basis. They understand safeguarding reporting procedures and how to escalate concerns, if required. This helps to keep children safe.
- Leaders work alongside staff, coaching and mentoring them. They provide staff with regular supervision sessions and support their well-being. Staff comment that they enjoy working at the setting and are appreciative of the support they receive. However, there are some minor inconsistencies in staff's practice that leaders do not identify. This means that, at times, some children do not benefit fully from the intended curriculum.
- Staff promote children's physical skills well. They provide children with many opportunities to develop their fine motor skills, such as through manipulating dough and spreading their toppings on toast. Staff ensure that children practise their gross motor skills. Children enjoy yoga sessions, where they bend and

stretch to copy the poses and enjoy movement and dance. This helps children to develop physically and contributes to their good health and well-being.

- Staff complete assessments of children as soon as they start the setting. They recognise when children may need additional support. Staff implement interventions and referrals to outside agencies in a timely manner. However, despite staff having a good understanding of children's development, there are times when teaching is pitched too high for children. This means that children lose interest and do not fully benefit from what staff are teaching them.
- A strong focus of the curriculum is to help children to understand, label and regulate their feelings and emotions. Staff do this in a range of ways. For example, they use a story book and soft toys to help children to talk about and explore certain emotions. Older children choose a soft toy that represents how they are feeling today and describe the reasons why. Staff working with younger children recognise times when children may benefit from more rigorous exercise or rest periods. They adapt the routine accordingly to meet children's needs. This helps children to regulate their feelings and emotions.
- Leaders build strong and trusting relationships with parents and carers, who speak highly of the support offered to them and their families. Leaders hold regular sessions for parents and share a variety of information and guidance. For example, they have recently held a session to teach parents how to make nutritious meals using healthy ingredients. Parents comment that this has had a positive impact on their family and that their children are now eating better.
- Leaders recognise and celebrate children's unique and diverse backgrounds and heritages. They ensure that children hear familiar music from home as they arrive. Staff use key words and phrases from children's home languages that children recognise. In addition to this, leaders ensure that children learn about other cultures and celebrations through activities and experiences. For example, staff take children to visit shops that sell food from different countries. This helps children to learn about the wider world.

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 the systems used for monitoring staff practice, to help to raise the overall quality of their practice and the setting even further
- help staff to adapt the implementation of the curriculum to ensure that it meets the individual needs of all children.

Setting details

Unique reference number	EY482021
Local authority	Lancashire
Inspection number	10403240
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	2 to 4
Total number of places	50
Number of children on roll	40
Name of registered person	Olive Tree Nursery Ltd
Registered person unique reference number	RP534027
Telephone number	01282 835493
Date of previous inspection	3 April 2025

Information about this early years setting

Olive Tree Nursery registered in 2014 and is located in Burnley. The nursery employs 11 members of childcare staff. Of these, nine staff hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday, during term time. Sessions are from 8.45am until 3.30pm. The nursery provides government funded childcare.

Information about this inspection

Inspector

Savine Holgate

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The manager and the inspector carried out a joint observation during group time.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.

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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