

# Lime Tree Day Nursery Ltd

Inspection report for early years provision

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**Unique reference number**

EY410994

**Inspection date**

24/05/2011

**Inspector**

Alison Edwards

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Lime Tree Day Nursery Ltd registered in 2010 and is a privately-run provision. It operates from a two-storey purpose-converted building in the village of Barrow-upon-Soar, in the Charnwood district of Leicestershire, serving the local community. Children use playrooms on the ground and first floors, with staircase access to the first floor. There is an enclosed outdoor area for outside play. The nursery opens each weekday throughout the year from 7.30am to 6pm. It is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 75 children from birth to the age of eight years, all of whom may be in the early years age range at any one time. It is also registered on the voluntary part of the Childcare Register to care for older children. It receives funding to provide nursery education to children aged three and four years. There are currently 173 children on roll, all in the early years age range. Including the proprietors, there are currently 22 regular childcare staff. Of these, 16 are currently qualified to level 3 or above, including one with qualified teacher status and one holding Early Years Professional status.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Lime Tree Day Nursery has quickly established a welcoming and inclusive environment which is used well overall to help children to make good progress in their development and learning. Staff give extremely high priority to promoting children's personal and social development, working extremely well with parents to support their knowledge of each child's circumstances and individuality. The proprietors are extremely successful in establishing a very highly motivated staff team, who already contribute effectively to the evaluation of the nursery's current practice, and who are highly committed to the further development of its existing high standards.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review further ways to ensure that children across the age range have opportunities to be outside on a daily basis, all year round, other than in unsafe weather conditions, and to make the most effective use of planning, observations and assessments to reflect aspects of outdoor learning across all areas of development
- review further ways to make the most effective use of resources, daily routines and planned experiences to fully extend children's progress and understanding, with particular reference to children's understanding of good hygiene practices in hand drying, and opportunities to extend their own creative ideas.

## **The effectiveness of leadership and management of the early years provision**

Very robust arrangements are in place to ascertain the suitability of adults caring for children. For example, there are very systematic procedures to ensure that thorough clearance checks, including Criminal Records Bureau disclosures, are promptly undertaken and recorded, and that staff have a clear understanding of their roles. Comprehensive and readily-accessible policies and procedures underpin staff's knowledge of how to act in children's best interests in a range of situations, such as an emergency evacuation of the premises. The nursery makes effective use of records of each child's personal details to ensure that any specific individual dietary, medical or care requirements are effectively met. The management team take the lead in conducting and reviewing detailed and systematic risk assessments to underpin many practical precautions taken to minimise potential hazards to children. For example, CCTV cameras, and use of electronic access systems, help to ensure high levels of security to the premises. A high proportion of staff have undertaken recent training related to safeguarding issues, and a member of the management team has significant previous relevant experience of working collaboratively with other agencies to support children's welfare and protect them from harm. These factors, together with the nursery's clear safeguarding policy, help to underpin staff awareness of what abuse and neglect are, and of how to implement agreed national and local procedures effectively in the event of any concerns about a child or any allegation of abuse. Consequently, arrangements to safeguard children from harm are strong.

The nursery has quickly developed highly positive relationships with parents. Parents speak very highly of the flexible and informative settling-in arrangements, helping to ensure that they feel extremely well informed and confident about arrangements for their children's care. In addition to daily discussion with parents, the nursery makes excellent use of technology, such as a frequently-updated 'slide show' on a screen in the main foyer to show parents a wide range of children's experiences and activities within the nursery. Parents are strongly encouraged to contribute their own initial and continuing observations of their child's individual changing interests and abilities, and regularly review children's progress and the next steps in their learning with staff. The nursery uses an extensive range of methods to share ideas with parents about specific ways to make links with children's learning at home, such as providing links to helpful websites and suggesting specific experiences to build on planned learning within the nursery. Parents are strongly encouraged to contribute to decision-making processes through the use of surveys and questionnaires and, for example, by contributing ideas for menu planning. The nursery has quickly established systems to share relevant developmental information about individual children with other early years settings which they attend, such as pre-schools and childminders. It has also made links with key staff at schools to which children will transfer in order to help promote a smooth transition. Nursery staff and managers have a clear understanding of the value of close liaison with other agencies, such as health professionals, to support the effective identification and inclusion of any children with special educational needs and/or disabilities in order to ensure that individual needs are met.

The management team are extremely successful in motivating staff to work towards meeting ambitious targets, for example, in strongly supporting a number of staff in working towards relevant degree-level qualifications. They have very quickly established a culture in which staff are very actively encouraged to extend their professional skills and responsibilities. For example, a recent initiative enables more experienced staff to take the lead in whole-nursery coordination and development of specific areas of learning. Staff survey responses demonstrate that morale is extremely high throughout the nursery, and that staff feel very high levels of pride and satisfaction in their work. The management team have encouraged staff to review and contribute their own suggestions to the nursery's initial self-evaluation procedures. They have also been prompt in ensuring the nursery's successful completion of accredited programmes to support children's communication and healthy lifestyle. Managers are actively developing ways of further encouraging staff in reflecting on their own and nursery practice. These include the introduction of environmental audits to assess how effectively available space, time and resources are used to support children's development. Children already benefit from stimulating and well-organised surroundings, offering them many very worthwhile and interesting learning opportunities. However, managers recognise that current arrangements are not yet fully effective in consistently promoting the highest level of outdoor learning opportunities for all children on a daily basis.

## **The quality and standards of the early years provision and outcomes for children**

The nursery shows its commitment to promoting children's healthy lifestyle by its recent successful participation in a Healthy Tots programme. Children enjoy a very appetising range of meals and snacks, using freshly prepared ingredients and providing a wide and varied selection of fruits and vegetables. Young babies enjoy exploring how to move in different ways as they develop their balance and coordination when sitting or crawling, and as they sometimes begin to manipulate finger foods at mealtimes. Toddlers show pleasure as they develop their skills in catching or kicking a balloon, and are intrigued when it disappears behind them. Children across the age range benefit from a range of music and movement experiences, for example, as younger babies begin to clap in response to simple songs, and older children explore ways of moving in a range of different ways. Older children gain good experience in independently managing their own clothing as they learn how to get changed for 'PE' sessions. They show high levels of confidence and independence in using running water at low basins to wash their own hands after toileting, and usually follow good hygiene routines, such as using hand wipes before eating. However, resources and daily routines are sometimes not used to best effect to consistently help children understand how to minimise risks of cross-infection, for example, when drying their hands using a shared towel. Children's safety is well-promoted within the nursery. For example, safety gates are effectively used to prevent children accessing steps unsupervised, and to enable them to move freely and safely within their designated areas. Children learn how to act safely and responsibly, for example, as older children learn to use small equipment, such as gardening tools or hole punches. A good range of well-chosen

books helps to introduce children to aspects of safety in the wider world from a very early age. For example, young babies gleefully make 'siren' noises when looking at pictures of emergency vehicles in board books. Activities such as 'stop and go' games using red and green signs, help older children learn about aspects of road safety.

The nursery is exceptionally successful in helping children to settle extremely well and develop excellent relationships with adults and peers. Staffing is organised to promote the highest levels of continuity and consistency for young children, for example, within daily routines such as nappy-changing and feeding. The nursery gives extremely high priority to working closely with parents to ensure an excellent shared awareness of each child's preferences, abilities and needs. This enables staff to take extremely good account of aspects of each child's individuality, such as how babies like to be held when feeding, and how they begin to communicate. Consequently, young babies, including those who have very recently started, show exceedingly high levels of confidence and contentment as staff very sensitively respond to their gestures and vocalisations. Children are helped to develop excellent levels of self-esteem. For example, staff are extremely observant in noticing a baby's new skills of clapping, and make excellent use of facial expressions, gestures and spoken language to praise and extend this. Older children work extremely well independently, for example, showing very high levels of concentration and competence when spontaneously and successfully using simple computer programmes. Throughout the nursery, children make very confident use of a varied range of resources, reflecting many aspects of individual and cultural differences, so promoting their recognition and respect for diversity.

The management team provide a strong lead in promoting all staff's awareness of the value of practical play and meaningful experiences in helping to support children's learning. Overall, staff already make good use of their observations of each child's changing abilities and interests to contribute to planning for future learning. The nursery is exploring innovative ways to simplify and refine this further. Children are actively encouraged to explore and investigate their environment from an early age. For example, babies readily explore a varied range of interesting materials and objects as they enjoy handling and mouthing objects, such as springy metal egg cups or sturdy cardboard cartons. Older children show high levels of interest and concentration as they purposefully mix sand and water, or experiment with the use of items such as sand wheels. Children across the age range gain a good awareness of everyday technology. For example, babies create sounds and lights with activity toys, and older children make purposeful use of CD players or computer programmes. The nursery is making very effective use of recent participation in an accredited programme relating to children's communication to enhance this aspect of its provision. For example, children's conversation is encouraged by the use of cushions, dens and tents to provide cosy areas to promote spoken language. Children show confident enjoyment and familiarity with a wide range of well-chosen books, helping to support many aspects of their learning. For example, pre-school children gain a good understanding of aspects of growing and recycling as they enjoy anticipating how the 'messy monsters' in the garden can help things grow. Children have ready access to a wide range of mark-making materials, and older children enjoy using individual books to develop their writing skills. Children gain a good understanding

of shape, size and space as they purposefully build with a varied range of construction toys. They develop their practical problem-solving skills as they use tills and money in pretend shopping play, or as they investigate how many small containers of sand and water fit into a larger one. Examples of children's independent creativity, such as paintings, drawings and collages, are displayed throughout the nursery, so helping children to learn that their imaginative ideas are valued. However, activities, such as painting, are occasionally not planned and presented to best effect to fully promote each child's individual creativity.



## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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