

Lime Tree @ Loughborough

Inspection report for early years provision

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Inspection date

18/05/2012

Inspector

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Type of setting

Childcare - Non-Domestic

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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 @ Loughborough is privately owned by KGAM Limited and was registered in 2011. The nursery serves the local area and is accessible to all children. There is an enclosed garden for outdoor play.

The nursery is open Monday to Friday all year round from 7.30am until 6pm. Children are able to attend for a variety of sessions. A maximum of 85 children may attend at any one time. The nursery also offers care to children aged over five years. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The nursery currently employs 12 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. One owner holds Qualified Teacher Status and the other has a degree. The nursery receives support from the local authority and uses elements of the Te Whariki curriculum.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's interests are at the heart of the setting's ethos and staff form strong relationships with them as their key persons. A focus on child-led learning helps children to progress well given their age, ability and starting points. Children are generally safe and secure and they are confident learners who engage actively within the learning environment. There are some resources to promote equality and diversity, but these are limited. Partnerships with parents, local settings and others agencies are developing well, enabling children's individual needs to be met. The vision of the managers is shared effectively with staff to ensure priorities are identified and acted on; however, self-evaluation to target improvements is limited.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- take all reasonable steps to ensure that hazards to children, both indoors and outdoors, are kept to a minimum; with particular regard to trailing wires in sleep room (Suitable premises, environment and equipment).
- 18/05/2012

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

- improve the use of self-evaluation processes as the basis of ongoing internal review, assessing what the setting offers against robust and challenging criteria

- improve the range of resources to support children's opportunities to develop positive attitudes towards diversity.

The effectiveness of leadership and management of the early years provision

Staff implement extensive and thorough policies and procedures to effectively support the safeguarding of children. They have in-depth knowledge of safeguarding through accessing a wide variety of training and regular internal updates at staff meetings. There are effective systems in place to ensure that staff are appropriately vetted and are safe and suitable to work with young children. The systems for recording risk assessments are effective the majority of the time, with daily, monthly and annual safety checks undertaken to ensure that the children are safe while they move around the building and outdoor areas in their play. However, steps to ensure hazards within the sleep room are minimised need to be taken to ensure hanging wires are out of children's reach.

Knowledgeable and motivated staff use their knowledge of the Early Years Foundation Stage combined with the setting's ethos of the Te Whāriki curriculum to ensure children thrive through child-led learning experiences. The resources available are used well and staff use their creativity to ensure planned goals in children's development are met. However, resources to promote equality and diversity are still being developed and are not currently accessible to all children in all rooms. Leaders have an outstanding vision that forms the foundations of practice; as a result, staff have a clear understanding of the setting's priorities. The setting is not yet able to demonstrate a sustained capacity to improve as self-evaluation methods are not yet fully embedded. The views of parents have been sought through comment trees, however, other methods have not yet been implemented.

The nursery is committed to forming close partnerships with parents and carers, ensuring that individual needs of children are met. Parents are involved in children's learning through supporting their experiences. For example pre-school children are currently interested in hairdressing, and this has been supported by parental contributions of hairdressing equipment. Effective relationships with the local community and other settings are embedded and contribute to children's learning and welfare. Staff are very much aware of the needs and personalities of all children, and they have good relationships with parents to ensure these needs are met. An equal opportunities policy supports the staff well, and its effective implementation means all children and parents are included and involved in the setting. Staff work well with all children and parents within the community, as a result they have a secure knowledge of each child's background and needs.

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

Children within the nursery are confident. This is supported through secure relationships with key persons. The foundations of these relationships are

developed though getting to know each unique child. This is enhanced by the use of technology, as staff record and photograph children to share experiences together and through adult and child dialogue. Good systems are in place to record the progress of children's learning. Observations are recorded through a variety of media methods. Responsive staff promptly record next steps in children's learning. Observations inform the day-to-day routine, extended by staff's understanding of their role in supporting learning. Staff differentiate activities for individual needs and groups of children. For example, boys learn primarily within the outdoor environment. There is a balance between adult-led and child-initiated learning, which provides structure to learning though using resources, such a tablet computer, to explore current themes.

The interests of children are enhanced by skilful staff providing experiences to extend learning through resourceful opportunities. Concepts of 'in' and 'out' are extended with younger children through the use of a toaster. Pre-school children's interests are used as a 'learning journey'. For example, children's interest in water is developed by collecting frog spawn and washing cars. As a result of staff's enthusiasm, children learn about life cycles of frogs and the letters and numbers of cars number plates. Children have a good understanding of how to keep themselves and others safe. The environment provides opportunities for them to take risks by climbing low-level trees and exploring different levels. These risks are minimised though responsible adults and high-level supervision. Children behave very well within the setting. They appear engaged in what they do and show enjoyment in their learning. For example, children sing songs they have recently learned with pleasure and delight.

The premises are maintained to a high standard. Positive rules remind children how to care for their environment, and as a result they respect and value their personal belongings. Children show care and compassion for others. For example, personal care routines allow older children to support younger ones to wash their hands and use a knife and fork. Children's understanding of good health is outstanding. This is supported by the on-site cook, who provides seasonal menus and supports children to grow their own fruit and vegetables. Children are reminded to use good manners when eating and reduce the risk of cross-infection by placing hands over their mouths when coughing. Children take pride in keeping themselves healthy; they ask to wash their hands before lunch and are able to make healthy choices of fruit, understanding the need for a balanced diet.

The environment has been carefully planned to provide children with flexibility. Children make smooth transitions within the setting as they are able to move between rooms by choice. Free-flow between the indoor and outdoor learning environments provides children with a sense of freedom and exploration, taking responsibility of their own learning while being supported effectively by the adults. Resources are varied and suitable for each child's age and stage of development. Children engage in fantasy experiences, developing their imagination and creativity through small world resources and role play. Spaces that are rich in books and language materials allow children to develop their communication skills in exciting ways, exploring words that sound unusual.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2

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

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

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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

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