

The Lemon Tree Day Nurseries Ltd

Bude Park Children's Centre, Cookbury Close, Bransholme, HULL, HU7 4EY

Inspection date

03/10/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

2

The contribution of the early years provision to the well-being of children

2

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

2

The quality and standards of the early years provision

This provision is good

- Children make good progress because staff effectively observe and assess each child's level of achievement. Staff respond to the children's different interests and plan activities that support them, promoting their development well.
- Staff place a high priority on building children's confidence and emotional well-being and relationships between staff and children are close. Consequently, children are happy, enjoy their time and have fun learning at the nursery.
- A good balance of child-initiated and adult-led experiences ensures appropriate challenge for children's age and stage of development. Consequently, they have many opportunities to develop their communication and language.
- Parents provide positive feedback about the nursery and confirmed that they are pleased with their children's progress.

It is not yet outstanding because

- There is scope to extend children's outdoor learning experiences even further by enhancing the opportunities for children to learn more about the natural world.
- Opportunities to extend children's very good growing independence skills are not always fully promoted at snack and lunchtime.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the two areas and observed children playing in the outdoor area. A tour of the premises was completed.
- The inspector held meetings with the owner, manager and special educational needs coordinator. Spoke with children and staff in the different areas, including key persons, at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, which included, evidence of the staff suitability checks, the self-assessment documents, children's observation, assessment and planning records. Also a representation of the nursery's policy and procedures documentation.
- The inspector took into account of the views of parents and carers spoken to on the day and information available for parents.

Inspector

Carol-Anne Shaw

Full Report

Information about the setting

Lemon Tree Day Nurseries Ltd was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is managed by the owner. It is situated in purpose built unit within the Bude Park Children's Centre, which is situated in the grounds of Bude Park Primary School, in the Bransholme area of Kingston upon Hull, Yorkshire. The nursery serves the local and surrounding areas and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 10 members of child care staff. Of these, all hold appropriate early years qualifications at level 3. There are three practitioners with degrees that link to early years and education. The owner has Qualified Teacher Status.

The nursery provides care Monday to Friday all year round from 8am until 6pm, except for bank holidays and a week at Christmas. Children attend for a variety of sessions. There are currently 52 children attending, all of these are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- make greater use of outdoor areas to give opportunities for investigation of the natural world and extend activities and resources that enable children to explore the natural environment and nature.
- enhance children's independence skills by, for example, making the best use of opportunities for them to be more involved in snack and lunchtime routines, such as helping to set tables.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children progress well because the educational programme effectively supports them in moving forward to reach their expected levels of development, in relation to their starting points. The staff quickly establish children's abilities and interests based on their detailed observations of children and information gained from their parents. Throughout the

nursery there is a consistent approach to observation and assessment procedures to effectively support children's learning and development. Staff use their records of children's learning as the basis for the 'progress check at age two'. In consultation with parents, staff use their knowledge and understanding of child development to identify children who need additional help and support. They liaise well with other agencies to meet the needs of and support children with special educational needs and/or disabilities. Children with English as an additional language are also well-supported to develop their communication and language skills. In addition to informal discussions, the staff share information about children's progress with parents in their regular summaries of children's achievements so they can be involved in children's learning.

Children come into the nursery and settle quickly. Staff show close, warm relationships with children and they know the children well. Children clearly enjoy their play and are keen to show their friends and staff what they can do, showing a positive attitude to learning. Staff are attentive and supportive to children's learning, they talk to children clearly, getting down to their level and using good eye contact. They question children about what they are doing and leave time for them to answer, showing that they have an interest in what children have to say. They are very skilled at supporting children with their speech and language. Through working in small groups, they give many good opportunities for the less fluent talkers to use their voices. Songs, clapping and rhythm support children to make good progress with their speech and language skills. This also effectively supports any children who have English as an additional language and they quickly become confident communicators.

Indoors, there is a good range of resources and activities to interest and engage children. Staff are aware of toddlers' interests and provide resources that they know they will enjoy. For instance, they enjoy the shakers and smile happily as they play and sing together. Children show a love of books by sitting and looking at these in the book corner, independently and in small groups with the staff. Children like using puzzles and staff help support them. For example, they question children about the shape and picture to help them think about where to put the pieces. Staff talk to the children about the picture and why the safety helmet goes with the bike. Staff ask open-ended questions about what type of clothes there are and when they would be used. Children talk about the weather and wearing wellington boots in the rain. This enables the children to link the picture on the puzzle to everyday life, helping them to learn effectively. Consequently, children are gaining the necessary skills they need for the next steps in their learning. Children are very busy and concentrate well, they are absorbed in drawing spiders in the sand with staff counting out the eight legs with them. They successfully negotiate space and access to materials and equipment with their friends and take it in turns as they proudly move round on the outdoor equipment.

Outdoors, children have opportunities to use a variety of different brushes and paint brushes to paint patterns and shapes, using water on surfaces, such as the floor and wall. Children are beginning to learn about the natural world and nature. However, there is scope to broaden children's experiences outside, by providing a wider range of activities, such as simple gardening to experiment with and observe. This means opportunities to explore and observe things outside are not always promoted as well as possible. They are informed about the life cycle of butterflies and talk about caterpillars growing into

butterflies, staff encourage their investigation and answer their questions so their learning progresses.

Staff skilfully support and encourage younger children in developing their balance and physical skills. They hold the hands of less confident children as they walk along, balancing on the wooden stepping stones. In both the indoor and outdoor environment, children develop dexterity and hand strength, to support their future writing skills. Indoors, they learn to use a variety of tools to cut and join a range of materials, including cardboard, paper and cloth to represent their faces.

The contribution of the early years provision to the well-being of children

The children are confident, secure and develop their independence at the nursery. This is because staff develop warm and respectful relationships with them. Staff respond well to the needs of individual young toddlers and children and their interactions with children are thoughtful and supportive. Good settling-in procedures mean that children confidently make the transition from home to the setting and the key person gathers good information from parents to ensure children's needs are effectively met. Children readily seek comfort and reassurance when needed and this supports children's emotional development well. They have easy access to a wide range of quality resources, which helps them make valuable choices in their play. Children learn to value resources and are praised for helping to tidy and care for resources. As a result, children feel valued and develop a sense of self-worth. Children's behaviour is good. They make friends, learn to take turns and share equipment, with sensitive support from staff.

Children enjoy sociable snack and mealtimes, where they sit together with staff. However, staff do not always make the most of opportunities to encourage children to develop their independence skills further by, for example, involving them in the lunchtime routines. Staff meet their dietary and health needs well as they are familiar with details of any allergies children have. Young children have age-appropriate cutlery and receive good support from staff as needed and they also receive encouragement to eat by themselves, quickly becoming independent. Older children benefit from outdoor play and can choose whether to be indoors or outdoors. Toddlers also join in outside play with the older children, under close supervision from staff, where they have opportunities to run around and make friends. This helps to develop their social skills. Toddlers sleep soundly and staff are vigilant as there is always a member of staff to monitor and check on them.

Risk assessments identify hazards and the measures taken to minimise accidents. These, along with daily checks, ensure the nursery and activities are safe for the children. Daily routines help children to understand about safety and the careful use of resources. Children become familiar with the fire drill because there are regular practices, so they know how to keep safe in an emergency. Staff promote good health through daily routines. For example, they model and discuss the importance of hand washing. The use of individual flannels throughout the nursery and paper towels minimise the risk of cross-infection. Records show that staff administer medicines effectively and staff note and meet individual children's dietary needs effectively.

Effective links with local schools support children when they leave the nursery. Reception teachers visit the nursery and get to know the children. The staff arrange visits to the school. These along with children's increasing independence, communication skills and confidence prepare them for future moves, such as starting school.

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

The owner and staff have a good understanding of their responsibility to meet the requirements of the Early Years Foundation Stage. Staff meet the safeguarding and welfare requirements at all times. A range of good policies and procedures are in place to promote health and safety for children. Staff demonstrate their understanding of these in practice. Robust recruitment procedures are in place and the staff have checks carried out regarding their suitability. All staff attend safeguarding training and demonstrate a good understanding and awareness of the safeguarding procedures. The close partnership working with other professionals ensures children are safeguarded. There is a secure entry system, through the children's centre so that staff are always aware of who is on the premises. A number of staff have a first-aid qualification and the management team keep a record of these and monitor when they are due for renewal, so that children's welfare is promoted. Yearly appraisals, staff meetings each month and supervision ensure that staff performance is monitored and they have access to regular training to benefit children and promote their professional development.

Partnerships with parents are good. At the inspection parents give positive feedback on the care their child receives. They comment on their child's good progress and that they place a high value on the nursery. Staff keep parents well-informed through noticeboards, meetings with parents and daily discussions. Parents are confident about the care their children receive and are well-informed about their children's progress and development. Partnerships with other agencies are effective. The staff meet with other professionals involved in children's care and learning. This enables all to share information, provide consistent care and support children and their families.

Self-evaluation is effective and there is a clear action plan in place with targets, to build on the good systems in place for the benefit of children. For example, there has been a full review of observation, assessment and planning as this was identified as an area for further development. Staff training has been completed and now many detailed and accurate observations are recorded, linking them to the child's stage of development. The next steps in learning are included in the planning for individual children and this is embedded in how the staff progress individual children's learning. Staff ensure children are given challenge in their play. As a result, the learning journals show children make good progress in their learning and development from their ongoing assessments.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY462431
Local authority	Kingston upon Hull
Inspection number	916802
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	52
Name of provider	The Lemon Tree Day Nurseries Ltd
Date of previous inspection	not applicable
Telephone number	07801427454

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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