

The Lemon Tree Day Nurseries Ltd

The Lemon Tree Childrens Centre, Lemon Tree, Lothian Way, Bransholme, HULL, HU7 5DD

Inspection date

Previous inspection date

17/10/2013

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

- Staff have a good knowledge of the Early Years Foundation Stage. They are skilled in using a wide range of different learning strategies to promote children's development.
- Children have many opportunities to develop their physical skills in the outdoor play areas. Younger children are well motivated and use a wide range of resources to support their learning and play.
- Observations, assessment and planning is completed for each child and used to ensure a good range of challenging, age and stage appropriate activities are available for the children.
- Integration of children with special educational needs and/or disabilities is highly effective. Emotionally secure attachments are forged between children and their key person.
- Positive relationships with parents and carers are developed through effective induction and frequent communication.

It is not yet outstanding because

- There is scope to develop the stimulating outside environment for older children to participate even more in activities to support their very good literacy skills.

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 and children at play in both playrooms and observed the outdoor areas, and a tour of the premises was completed.
The inspector held meetings with the owner, talked with children, the management
- team and staff, including key persons, at appropriate times throughout the inspection.
The inspector sampled a range of documentation which included, staff suitability
- checks, self-assessment information, children's observation, assessment and planning records and documentation linking to managing children's progress.
- The inspector looked at management information, training completed by staff and reviewed the procedures for the safety and welfare of the children.
- The inspector took into account the views of parents and carers spoken to on the day and information included in children's learning profiles.

Inspector

Carol-Anne Shaw

Full Report

Information about the setting

Lemon Tree Day Nurseries Limited was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two nurseries privately owned and managed. The nursery is purpose built and operates from the Lemon Tree Children's Centre in the Bransholme area of Kingston upon Hull, Yorkshire. There are enclosed outdoor play areas for the children.

The nursery employs 16 members of child care staff. Of these, 14 hold appropriate early years qualifications at level 3, the owner has Qualified Teacher Status and two staff have early years foundation degrees. There are currently 84 children attending, all are within the early years age group. Children attend for a variety of sessions.

The nursery opens Monday to Friday, all year round. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children and supports children with special educational needs and disabilities. The nursery is a member of the National Day Nurseries Association and the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- enhance the outdoor learning environment for the older children, in order to further develop their literacy, for example, by providing labels to promote the recognition and understanding of words.

Inspection judgements

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

Children make effective progress in their learning relevant to their individual starting points. Parents visit the nursery to share comprehensive information, prior to their children starting at the nursery. This informs the key person of children's routines, families and interests, supporting children to settle in quickly. This provides a positive and caring approach in developing children's personal, social and emotional needs. Staff observe children on a regular basis to inform them of what they enjoy and their current interests and to build on these through their planning. This ensures they start from what a child can do and provide resources and activities that effectively engage and motivate them. Staff use the information from the children's observations and assessments to identify their next steps in progress. This is monitored by staff to identify any gaps in the children's learning

and development. The completion of the 'progress check at age two' for parents to share with the health visitor also highlights any areas where children may need extra help. Parents are actively encouraged to contribute to their children's learning. Through sharing in their children's assessment and having the opportunity to add their comments, which are valued by the staff.

Older children, through practical play, experiment and learn about how different things react in water, for example, floating and sinking are discussed. This enables children to learn about early science and develop their thinking and vocabulary. The use of the 'Every Child a Talker' system with children encourages them to talk and share information with each other. This extends their listening and communication skills very well, as staff ask pertinent questions and encourage children to link this play with other activities, such as what they did at the weekend. In this way, staff are reinforcing children's knowledge and building on what they already know. Babies and toddlers enjoy looking at their family photographs and happily show these to the staff. This is effective in supporting their personal, social and emotional needs as they share their 'special people'. Older children enjoy listening to stories being read to them and these help to develop a love of books. Throughout these story times, staff give children good opportunities and encouragement to predict what will happen. This promotes children's thinking and understanding.

All the children go out on a daily basis to play and they can freely access outdoors through the sessions, ensuring they have access to plenty of fresh air. The older children have access to their outdoor space and the use of the extended garden, with many opportunities to balance and climb, which promotes their physical development very effectively. Other areas of learning are available outdoors, although, literacy is not always as well supported outdoors for the pre-school children, to ensure their learning continues towards excellence.

The cover for the babies' outdoor area enables them access to their own stimulating outdoor area, all year. The resources outdoors are an extension of the indoors, covering all the areas of learning very effectively. For example, staff support children to climb the small steps and make marks on the white board. Children play in the sand and bang pans with spoons. This supports their problem solving and listening skills. The ongoing access to the outdoors areas fosters a positive approach to physical play and the development of children's confidence and growing independence.

The quality of teaching and learning is good. The well-organised environment, generally, offers a good range of play materials developed for children's interests and abilities. This supports children's current interests, enabling them to be motivated and involved in their play. For example, toddlers build towers with pieces of wood as they learn about balancing and handling objects. In the baby room, communication and language is encouraged through nursery rhymes and sensitive staff talking to the babies during their routines and their play. This promotes positive relationships and children's engagement, stimulating their investigations and experiences in their environment with supportive, familiar adults. Babies pull themselves up on low-level equipment and toys, to manoeuvre and explore using all their senses and physical experiences.

Toddlers are well supported in using large physical play equipment by vigilant staff, who

ensure the children can safely negotiate the steps. This enables them to develop control in their coordination as they practise movements and master the use of play equipment. Children repeatedly throw balls, supported by staff who help the children to develop their throwing skills while learning to take turns and share. This helps children to learn about the importance of playing together positively, while learning new ways of doing things. Older children embrace movement and music, effectively demonstrating moving to music confidently and skilfully. This means children engage in their play freely, which assists their confidence and self-awareness. Children play cooperatively with others and talk confidently with visitors. For example, children eagerly discuss what they enjoy doing at nursery.

Indoors, children have a good selection of sensory resources to feel and squeeze and they use dry and wet resources to paint and experiment. Older children readily use the materials to make individual artwork that is valued and displayed. Creative areas enable children to learn to use tools safely to make and create models. These provide all the children with good opportunities to explore and use different mediums and materials. Younger children are well prepared for the next stage in their learning as the staff provide very good support for them in the prime areas of learning. This enables them to move confidently onto the pre-school area in the nursery and then to other settings.

Staff recognise that some children may have additional needs and effective planning is in place to support individual children with any special educational needs and/or disabilities. Different strategies are used to support children's communication and picture prompts are in place to support their understanding of the nursery routine.

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

Children settle quickly into the homely and friendly nursery and this enables them to be confident to access the wide selection of good quality resources and activities. Staff gather clear information from parents about their child's needs. All the children move around their areas freely, making choices in their play as the resources are at their level. This is effective in promoting children's independence and to follow their interests in what they do. Children readily seek comfort and support from staff due to the close relationships formed and the consistent staff team.

Children's behaviour is managed sensitively by staff recognising the children's different needs and how they respond to them. Positive behaviour is recognised and praised as the staff encourage skills, such as, sharing and turn taking. Respecting each other and thinking about how others may feel in a situation plays an effective part in developing children's understanding of making friends and developing positive relationships. Staff are calm and provide reassurance to the children, enabling them to develop a positive sense of belonging from an early age. Support for children moving areas in the nursery are well planned and enable parents and their children to feel comfortable with their new key person and surroundings.

Safety is managed very effectively through all areas of the nursery. Children are supported

to use the wide range of resources, tools and equipment safely, as staff guide them but enable them to take appropriate risk. For example, when in the garden or using scissors and other utensils to cut with, children demonstrate how to do it safely. Children regularly go to the local shop with staff, this reinforces how they cross the road safely and keep safe. Medication, accidents and incidents are well documented by the staff and the management team oversee these to ensure the guidance is followed, ensuring parents and carers are kept fully informed.

The nursery provides the children with all meals and snacks. Food is prepared in the school kitchen, promoting a good selection of fresh vegetables, fruit, fish and meats. Menus are available for parents and these are seasonal to ensure children have a variety of healthy and nutritious foods to try. Older children help to set the tables and children clear their plates. Babies and toddlers eat in their own room, which supports their social interaction at this time. Younger children all have their individual water cups, which they freely access through the day, ensuring they are kept hydrated and this is monitored by the staff. The older children have easy access to the bathroom and show growing independence as they wash their hands and follow good hygiene routines throughout the nursery. This is very effective in fostering children's understanding of keeping healthy and safe. Nappy changing and toilet training is linked to children's individual needs, working closely with parents and carers.

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

Safeguarding is effective because the safeguarding and welfare requirements of the Early Years Foundation Stage are fully understood by the management team and all the staff. This means that children are well protected in the setting. All staff keep updated with their safeguarding training and are well informed about child protection procedures and who to contact should they have a safeguarding concern. Good systems are in place, which enhances the safeguarding practice. For example, policies are discussed at staff meetings and the recruitment and selection procedures follow robust guidelines and ensure all appropriate checks are completed and staff are suitable to work with the children. Staff work effectively as a team and there are meetings established both in the areas they work in and as a full team. Parents are kept well informed about safeguarding procedures through the policies and the parent's notice boards. Risk assessments cover all areas of the premises and any outings to support children's safety and security. This results in the chance of accidental injury occurring being reduced and supports children's safety.

The nursery has clear action plans for future development, which includes contributions from staff, parents and the children. This is effective in providing information for the continuous development of the nursery. Staff have had training for the new observation, assessment and planning systems, and the learning environment has been improved, also staff practice has been evaluated identifying areas for any further development. There are good opportunities available for parents to share in their children's learning journal record.

The delivery of the educational programme is monitored and changes have been made to ensure that staff are using these efficiently and effectively. As a result, staff have a very good understanding of the Early Years Foundation Stage and provide effective activities and learning experiences for the children so they make ongoing good progress in all areas. Management's support for the professional development of staff is positive and there is onsite training and access to various external training courses and higher qualifications.

Partnership with the parents is good. An open door approach enables parents and carers to talk with their key person and other staff as and when they need to. The parent welcome pack is comprehensive and provides the initial information about the nursery and its provision. Parents spoken to at the inspection were highly complimentary about the nursery and how well their children were making progress in their learning and developing independence. The daily sheet completed for the younger children keeps parents well informed about their children's day and other care needs. Regular newsletters and the information board ensure parents are kept up-to-date about the activities and other events. Staff provide time for parents to enable them to discuss their children's progress. Parent feedback is positive, giving praise for what the staff provide for their children and how happy they are to come to nursery. Parents comment on the positive changes in their children's social skills and in their language development. They enjoy reading their children's assessments and being able to contribute to these.

Relationships with other professionals who work with the families and the schools are good. Information is readily shared and both staff in the nursery and school carry out joint visits. The transition to school information provides a wealth of information, which is shared with the children and parents. This supports a well planned and positive transition into school. The nursery works with other agencies and professionals to provide an accessible and fully inclusive service for children and parents. The nursery shares their information with other providers of the Early Years Foundation Stage where required, if children attend more than one setting. Partnerships are highly effective in securing continuity of learning for children in this situation. Overall, the nursery provides a good indoor and outdoor curriculum that supports the children's individual learning and development requirements.

The nursery places a strong emphasis on promoting inclusion for all children including those with special educational needs and/or disabilities. There are effective partnerships in place with the children's centre, local school and other agencies, such as speech therapists. Therefore, the needs of all children are securely met with any additional support they may need. Staff have developed good links with local schools to enable the continuity of children's progress and learning.

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	EY462436
Local authority	Kingston upon Hull
Inspection number	916803
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	42
Number of children on roll	84
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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