

# The Limes Nursery School Day Care Setting

The Limes Nursery School, Johnsons Road, BRISTOL, BS5 9AT



## Inspection date

Previous inspection date

6 February 2015

11 June 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The setting is well led and managed. There is a strong team of adults who work effectively together to provide a stimulating and safe environment for children.
- Caring staff get to know children well, forming warm and trusting relationships, so that they settle quickly, grow in confidence and feel secure.
- Skilled staff make good observations of children in their play. They use this information, alongside children's interests, to plan stimulating experiences and activities.
- Children are well behaved. Staff are good role models and carefully show children the effect their behaviour has on others through gentle handling and reminders.
- Staff use effective opportunities in children's play and daily routines to help develop social skills, and communication and language development.

### It is not yet outstanding because:

- There is scope to enhance opportunities for children to develop their early writing skills.
- There are few resources to develop children's understanding of technology.
- Staff do not always make the best use of display to show children that their work is valued, to further promote children's well-being and self-esteem.

## **What the setting needs to do to improve further**

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

- maximise opportunities for children to develop early literacy skills by providing easy access to a variety of mark-making resources
- enhance the use of programmable toys to further increase opportunities for children's understanding of technology and e-safety
- strengthen the opportunities for children to display their work, pictures and photographs.

### **Inspection activities**

- The inspector observed the quality of teaching and the impact this has on children's learning both indoors and outside.
- The inspector had discussions with the Head, Deputy, staff, children and parents.
- The inspector invited the management to make a joint observation.
- The inspector sampled a range of documentation including self-evaluation and monitoring documents, children's records and planning, safeguarding procedures and a range of policies including behaviour, complaints and accident procedures.
- The inspector checked evidence of suitability checks and qualifications of staff working with children.

### **Inspector**

Jan Harvey

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff support children well in learning through play, by listening and interacting skilfully with them. They plan the learning environment thoughtfully so children can choose what they do from a range of interesting resources, natural materials and activities. For example, children made good progress in their understanding of numbers, shape and space, by counting, measuring and comparing in a baking activity. Staff place a strong emphasis on developing early language skills. Children learn familiar rhymes and action songs, which they sing with enthusiasm. Children who speak English as an additional language, listen and respond to hand signs, words and gestures. Children begin to make marks with different meanings. However, the choice of mark-making materials is not always wide-ranging or easily accessible for children to explore independently. Children are developing a good understanding of the world around them as they investigate and explore objects and materials. However, staff provide only a limited range of resources to extend children's understanding of technology and e-safety.

### **The contribution of the early years provision to the well-being of children is good**

Staff support children's emotional well-being with kind words and cuddles. Key persons plan daily activities together effectively. They make good use of the indoor and outdoor environments to promote opportunities for children's progress and enjoyment. However, there are limited opportunities for children to display their drawings, paintings and photographs, to show them their work is valued and boost their self-esteem. Staff actively promote inclusion as they acknowledge and value differences, ensuring that plans take account of children's individual needs. Staff teach children about healthy lifestyles. They encourage children to wash their hands after being outside, using the toilet and before eating. Staff and children sit together to eat freshly prepared snacks. For example, they encouraged children to serve themselves from large bowls of fresh fruit and vegetables.

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

The dedicated management team has a good understanding of its responsibilities to meet the learning and development requirements, and the safeguarding and welfare requirements. The safety of the children is a high priority. Staff are vigilant in their supervision of the children, and have a very good knowledge of child protection procedures. Management uses effective systems to review children's progress and staff performance, to monitor the quality of the provision and drive forward improvement. The setting values partnerships with parents and supports families within the integrated children's centre. There is effective interaction with other professionals to enable staff to meet the needs of all children successfully, such as collaboration on individual educational, play and health plans. Consequently, the gap in children's achievement is narrowing and children are ready to move on to the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY365850
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	828971
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	24
<b>Number of children on roll</b>	44
<b>Name of provider</b>	The Limes Nursery School Governing Body
<b>Date of previous inspection</b>	11 June 2009
<b>Telephone number</b>	01179 030 317

The Limes Nursery School Day Care Setting registered in 2008. It is based on the site of the Limes nursery school and is integrated as part of the children's centre. The setting provides care for 24 children aged two to three years. It operates all year round, Monday to Friday, from 8.15am to 5.15pm. The site includes three buildings: the main house, the annexe and the 'green house'. Two-year-olds are cared for in a self contained area of the green house which includes a separate, enclosed garden. A team of eight staff work with the two-year-olds. Of these, two have qualified teacher status and six hold appropriate early years qualifications at level 3. The day-to-day manager is responsible for both nursery and day care settings. It is registered on the Early Years Register and both compulsory and voluntary parts of the Childcare Register. The setting receives funding for free early years education for children aged two.

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