

Lime Tree Day Nursery Sileby

42 King Street, Sileby, LOUGHBOROUGH, Leicestershire, LE12 7NA



Inspection date

8 December 2015

Previous inspection date

Not applicable

The quality and standards of the early years provision

This inspection:

Good

2

Previous inspection:

Not applicable

Effectiveness of the leadership and management

Good

2

Quality of teaching, learning and assessment

Good

2

Personal development, behaviour and welfare

Good

2

Outcomes for children

Good

2

Summary of key findings for parents

This provision is good

- The providers and manager lead by example. They are dedicated, motivated and extremely passionate about providing high-quality care and education for children and their families.
- Staff create a culture that truly values children's play. Children are curious, motivated to learn and demonstrate sustained periods of engagement and concentration. These skills help support children to be ready for their eventual move to school.
- Children behave well because staff are good role models. All children are encouraged to share, take turns, and look after their environment.
- Partnerships with parents are excellent. Staff share regular information with parents about their child's progress. This ensures there is continuity of learning between the nursery and home. Parents are full of praise for the dedicated staff team and the support they receive from them.
- Teaching is very good and sometimes outstanding. The well-qualified staff work well as a team and are clearly enthusiastic and passionate about their roles and responsibilities.

It is not yet outstanding because:

- Recent training approaches have not been evaluated to identify the best way to continually raise the quality of teaching.
- The manager does not make the best use of assessment information to identify whether children receiving funded early education could make even more progress.

What the setting needs to do to improve further

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

- evaluate the impact of different approaches to staff training to identify the best way to raise the standards of teaching and learning to an outstanding level
- make better use of information gained from assessments to identify progress made by different groups of children and address any gaps in learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held discussions with staff members and children throughout the inspection at appropriate times.
- The inspector observed activities and teaching skills and evaluated these with the nursery manager.
- The inspector held a meeting with both providers, training manager and the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Carly Polak

Inspection findings

Effectiveness of the leadership and management is good

The providers and manager have supported several staff members to complete a degree in early years. This helps to provide a well-qualified workforce. Furthermore, a newly appointed training manager role has been introduced to offer support and guidance to staff. However, the impact of this approach has not yet been evaluated to determine the most effective way to continually raise the quality of teaching. All staff ensure the statutory welfare requirements are consistently applied. Arrangements for safeguarding are effective. Staff fully understand the procedures to follow should they have concerns about a child's welfare. The manager demonstrates a clear passion to drive the nursery forward. She reflects on practice using the views gained from parents and children. This helps to ensure any improvements made are beneficial for children and families.

Quality of teaching, learning and assessment is good

Children are given time and freedom, both indoors and outside to initiate their own play and learning. Staff know when to intervene in children's play and extend learning by introducing new ideas to keep children engaged and motivated. Children demonstrate great concentration skills as they create their own pictures and models in the 'Adventurers' room. Staff provide an array of resources and cover the floor with paper. This provides children with the space they need to use their imagination and be creative. Detailed observations are used well to inform planning. Staff plan activities that help children make progress based on their interests and current stage of development. Children's early literacy skills are supported well. Older children enjoy drawing pictures and writing lists for Christmas in 'Santa's workshop'. Staff support children and their families who need additional help well. They work closely with parents and actively seek guidance and advice from external professionals to promote children's learning and development.

Personal development, behaviour and welfare are good

Children are confident and secure in their environment. They have formed good attachments with staff. This is because the nursery has an effective key-person system. Children learn about different cultures through activities, toys and resources. Photographs of children's families displayed around the baby room help the youngest children to feel emotionally secure and begin to learn about similarities and differences. Children are helped to manage their own self-help skills. For example, children in the baby room wipe their noses and put the tissue in the bin. This also promotes their understanding of good hygiene practices. Children happily explore outside in the fresh air. Snack and meal times are successfully used to promote the children's social development and help children to understand the importance of healthy eating.

Outcomes for children are good

All children, including those whose starting points and capabilities are below expected levels, make good progress in their learning and development. The nursery utilises the skills and strengths of individual staff members well. This ensures all children are given the extra help and support they need to be well prepared for their next stage in learning, including school.

Setting details

Unique reference number	EY475893
Local authority	Leicestershire
Inspection number	977850
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	54
Number of children on roll	80
Name of provider	Lime Tree Day Nursery Ltd
Date of previous inspection	Not applicable
Telephone number	01509 414868

Lime Tree Day Nursery Sileby was registered in 2014. It is situated in the Sileby, Leicestershire. The nursery employs 14 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 and 3. Two members of staff hold a foundation degree in early years and one has a degree in early years education. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

