

# Lemon Tree Manchester Ltd



Uk College Of Arts And Technology, 703 Stockport Road, Manchester, M12 4QN

<b>Inspection date</b>	29 September 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The observations and assessments made of children's learning in some cases are not frequent or accurate enough. Therefore, the manager and staff do not have a clear picture of the progress all children are making.
- Managers have not looked at the impact of staff training well enough. As a result, staff lack confidence in the assessment procedure used at the setting. This means that they are on occasions unable to demonstrate whether any gaps in development have been identified and addressed.
- Teaching does not always ensure that children's learning is challenging enough. This is because some staff miss opportunities to use questioning to extend and challenge during activities.

### It has the following strengths

- Staff are warm and welcoming. They form positive relationships with parents and they work well together to support children's emotional well-being.
- Children have good opportunities to carry out a variety of personal care tasks and to become independent. For example, they enjoy helping to prepare their own snack and tidying away toys.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
■ improve the use of information gained from observations and assessments of children's learning, to target their next steps and to help close any gaps in their development.	22/10/2016
■ improve the effectiveness of training and coaching to ensure that all staff have a secure understanding of the assessment process and understand the progress children are making.	22/10/2016

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

- strengthen the quality of teaching by ensuring that questioning used during activities helps children to think through new ideas and concepts.

### Inspection activities

- The inspector observed activities in the play areas inside, as well as the outside play space.
- The inspector spoke to members of staff at appropriate times during the inspection and conducted a meeting with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

### Inspector

Stephanie Nixon

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The manager and staff have a secure knowledge of the safeguarding and welfare requirements and regularly review any risks in the environment. This helps to keep children safe. The management team supports staff's ongoing professional development and encourages them to access further training. However, it has not identified that some staff lack confidence in the assessment process used at the setting. This impacts on the accuracy of their understanding of the progress children have made during their time at the setting. The management team have identified the strengths and weaknesses of the nursery and have a clear commitment to continuous improvement. The setting have implemented a system to track the progress made by groups of children. However, the quality of the information gathered about what children can do and any areas of weakness has not been closely monitored. As a result, the tracking system does not give an accurate picture of the progress that children are making.

### Quality of teaching, learning and assessment requires improvement

Staff provide a wide variety of learning experiences for children that encourage them to play as soon as they arrive, and to engage independently in their favourite activities. Children develop early mathematical skills as they weigh the ingredients to make their own playdough. Staff make observations of children in play and plan stimulating activities linked to their interests. For example, children enjoy building a train track with their friends. This encourages their physical and communication skills. However, staff do not provide sufficient challenge and questioning. This impacts on the overall quality of teaching and what children learn. Staff lack confidence in the assessment procedures. As a result, they are unclear about the progress some children are making and whether there are any gaps in children's knowledge and understanding.

### Personal development, behaviour and welfare are good

Children have access to a high quality learning environment both inside and outside, which covers the seven areas of learning. Staff have developed very good relationships with parents, who speak positively about the care their children receive. Children are confident learners who independently select their own resources, even when they are new to the setting. Staff are good role models; they play alongside children, and actively encourage good behaviour. Staff support children's healthy lifestyles well. They ensure that children have healthy meals and regular opportunities to play outdoors. This promotes their physical skills.

### Outcomes for children require improvement

Generally, children are happy, safe and engage well. They gain some skills that prepare them for future learning and school. For example, children develop early literacy skills when supported to write their own names. Children are also supported and encouraged by caring staff to enjoy counting and to use mathematical language as they play. However, the weaknesses in the current assessment procedures mean that any progress children are making cannot be clearly demonstrated.

## Setting details

<b>Unique reference number</b>	EY494401
<b>Local authority</b>	Manchester
<b>Inspection number</b>	1072359
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	80
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Lemon Tree Manchester Ltd
<b>Registered person unique reference number</b>	RP534491
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07725986468

Lemon Tree Manchester Ltd registered in 2015 and is situated in the Levenshulme area of Manchester. The setting employs 15 members of childcare staff. Of these, 14 hold appropriate childcare qualifications. The setting opens each weekday from 7:30am to 6:30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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