

Limes Play And Learn

St Michaels School, Monks Dyke Road, Louth, LN11 9AR



Inspection date

31 January 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- The owner and manager are not fully effective in monitoring and supporting staff performance to improve the quality of teaching across the nursery. Not all children make good progress and they are not fully supported to help close any gaps in learning.
- The quality of teaching is variable. Staff do not always guide children's learning well enough to help them more forward quickly in their learning.
- Systems for analysing the progress made by different groups of children are not yet fully embedded.
- Staff do not gather initial information from parents at the start of their child's placement about what their child can already do, in order to inform their initial assessments of children's learning.
- Staff do not provide all parents with information about how they can further support their child's learning at home.

It has the following strengths

- Staff use positive strategies to manage children's behaviour. This helps children to understand what is expected of them. For example, staff praise children for good walking and encourage them to use manners during mealtimes.
- Children are confident to explore the nursery environment. They arrive happy and are keen to play with toys to support their interests.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ monitor staff performance more accurately and identify how staff can be supported and coached to provide consistent good quality teaching 	28/04/2017
<ul style="list-style-type: none"> ■ improve teaching and ensure that all children learn through purposeful play to support them to make good progress in their learning. 	31/07/2017

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

- strengthen the current arrangements for comparing the progress made by different groups of children to help close any gaps in learning
- develop partnerships with parents to further support them with their children's learning at home and to gather information about what children can already do on entry.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery owner.
- The inspector held a meeting with the nursery owner and manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector
Hayley Ruane

Inspection findings

Effectiveness of the leadership and management requires improvement

The owner and manager do not focus precisely enough on developing the quality of teaching. They do not effectively monitor staff practice closely enough to ensure relevant support, training and coaching are provided to improve children's learning experiences. This results in not all children making good progress in their learning. The arrangements for safeguarding are effective. Staff are aware of their responsibility to protect children from harm. They know where to report any concerns they have about children's safety and welfare. Key persons monitor individual children's progress and the management team are in the early stages of reviewing groups of children's progress. Partnership working with schools helps all children, including those who have special educational needs and disabilities to be emotionally ready for their move. Although the manager has made some improvements since the nursery first opened, these have not been effective in establishing and maintaining a good quality provision.

Quality of teaching, learning and assessment requires improvement

Staff complete observations and assessments of children's learning. However, not all staff use these effectively to help close any gaps in children's learning. They do not plan purposeful play opportunities that challenge all children and help them to make good progress. Some staff do display good quality teaching. They play alongside children and model play. They help children to develop their understanding of other cultures, for example, by providing them with foods to try from around the world. Staff share information about children's learning with parents but do not gather information to help them establish children's starting points in learning. They do not fully support all parents to continue to guide their children's learning at home.

Personal development, behaviour and welfare require improvement

Weaknesses in some teaching practice mean that children do not make consistently good progress in their personal and social development. However, children have access to a well equipped and exciting outdoor area. They play with natural resources and climb and balance on wooden planks. Children help staff to grow flowers and vegetables in the garden. Staff provide children with a healthy range of snacks. This helps children to learn about how food grows and healthy food choices. Staff promote children's independence. For example, they encourage older children to put on their coats before playing outdoors. Children demonstrate that they are emotionally secure in the nursery. They freely approach staff and talk to them about their needs.

Outcomes for children require improvement

Inconsistencies in teaching result in not all children making as much progress as possible. This includes children in receipt of funding. However, children confidently explore their environment. Children write letters and their name on envelopes, showing their developing literacy skills. Children gain some of the skills needed for future learning and their move on to school.

Setting details

Unique reference number	EY496886
Local authority	Lincolnshire
Inspection number	1033835
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	2 - 10
Total number of places	32
Number of children on roll	143
Name of registered person	Limes Play And Learn Ltd
Registered person unique reference number	RP535093
Date of previous inspection	Not applicable
Telephone number	01507 609199

Limes Play And Learn was registered in 2015. The nursery employs 15 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, two at level 5 and one at level 6. The nursery opens from Monday to Friday all year round, closing for two weeks at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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