

# The Lime Trees

CROPWELL BISHOP PRIMARY SCHOOL, Stockwell Lane, Nottingham, NG12 3BX



<b>Inspection date</b>	3 November 2017
Previous inspection date	17 February 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Staff work extremely closely and effectively with the on-site school and other settings that children attend. For example, they share extensive information about children's development and ensure strong partnership working for the benefit of children. As a result, children are exceptionally well prepared for school.
- Staff have a comprehensive knowledge of each child in the setting. They undertake high-quality observations and skilfully track and assess children's progress. They sharply focus planning to effectively promote children's next steps in learning. Any gaps in learning are quickly identified and targeted immediately.
- Children's behaviour is exemplary. They are kind, caring and play together extremely cooperatively. Older children help their younger friends at every opportunity.
- Children's safety and security are paramount. Staff regularly risk assess the environment and activities to ensure any areas of potential risk are eliminated, to ensure children play and learn in a safe environment.
- Staff actively promote healthy lifestyles. Children enjoy a very good range of nutritious snacks and meals. The creatively designed outdoor environments allow children superb opportunities to develop their physical skills and to make their own risk assessments.
- Staff create a warm and welcoming environment and work exceptionally well with each other. Partnerships with parents are highly successful. Parents are delighted with the extensive opportunities they have to share information regarding their child's needs.
- Self-evaluation is continuous and sharply focused on identifying future improvements. Parents' and children's views are highly valued and actively inform these plans.

## What the setting needs to do to improve further

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

- continue to provide and evaluate professional development opportunities for staff to maintain the excellent outcomes for children.

### 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 to the staff and children throughout the inspection. She completed a joint observation with the setting manager.
- The inspector held a meeting with the management team. She looked at relevant documentation, the setting's action plan and evidence of the suitability of staff working in the setting.
- The inspector spoke to some parents during the inspection and took account of their views.

### Inspector

Tracy Hopkins

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Staff are provided with a highly targeted programme of professional development. They are encouraged to continuously develop their knowledge and skills to benefit the ever-changing needs of the children in their care. Recent training on interaction and engagement has enhanced the excellent quality of staff's communication with children. As a result, children make rapid progress in their communication and language development. The provider fully recognises the importance of evaluating the impact of professional development opportunities in order to strengthen the provision even further. Action plans are meticulous and ongoing to ensure continuous improvement and maintain the excellent quality of teaching. Arrangements for safeguarding are effective. Recruitment procedures are rigorous and all staff are extremely confident in the signs that indicate that a child is at risk and the procedures to follow if they have concerns.

### Quality of teaching, learning and assessment is outstanding

The well-qualified staff capture children's interests through exciting activities and their timely and highly effective interactions. As a result, children are very enthusiastic and engaged as they play and learn. The indoor environment is a buzz of purposeful activity and this continues when children play and learn outside. Children are naturally curious as they investigate the smell, taste and texture of a wide range of fruit and vegetables. Children have ample opportunities to use their problem-solving and critical-thinking skills. For example, they assess if they will need help lifting and moving heavy logs, crates and planks as they construct and build dens, confidently engaging the help of adults and peers when needed. There are extremely successful learning partnerships with parents, right from the start. Parents are kept very well informed about their children's progress over time. Staff are eager to know about children's learning at home to ensure their judgements are robust and to inform their outstanding planning for children's next steps.

### Personal development, behaviour and welfare are outstanding

The needs and well-being of the children are the central focus of everything that staff do. Children enjoy a warm and close relationship with their key person. They settle very quickly and demonstrate that they feel very secure. As a result, they are confident and enjoy their time at the setting. Children's good health and independence are robustly promoted by staff. Children very competently manage small tasks for themselves. They confidently pour their own drinks and use age-appropriate knives to cut up vegetables.

### Outcomes for children are outstanding

Children make excellent and sustained progress from their starting points, including those for whom the setting receives additional funding. Even the youngest children are extremely confident and independent as they play and explore. Levels of emotional and physical well-being are consistently high. Children learn about quantities as they experiment with water. They transport water into containers holding different volumes. They estimate and then count how many pours each container takes to fill. Children are exceptionally well prepared for their next steps in learning.

## Setting details

<b>Unique reference number</b>	EY466031
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	1102587
<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, Voluntary Childcare Register
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	The Lime Trees Group CIC
<b>Registered person unique reference number</b>	RP532825
<b>Date of previous inspection</b>	17 February 2014
<b>Telephone number</b>	07766773723

The Lime Trees registered in 2013. The setting employs six members of childcare staff. Of these, one holds qualified teacher status and five hold an appropriate early years qualification at level 3. The setting opens Monday to Friday, offering full daycare from 7.30am until 6pm, including breakfast and after-school care for older children attending school. The setting provides funded early education for two-, three- and four-year-old children.

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