

# The Lemon Tree Nursery School



Lemon Tree Nursery School, Orchard Portman, Taunton, Somerset, TA3 7BQ

<b>Inspection date</b>	9 November 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Not applicable	
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

- The provider and manager provide highly inspirational support and opportunities for staff to enhance their practice. The manager very effectively supports the well-being of her staff, so the extremely enthusiastic staff team shares an ambitious commitment to children's learning and care. They achieve excellent outcomes for children.
- An outstanding, nurturing environment means children are extremely confident and have exceptionally high self-esteem. Their behaviour is exemplary. Staff provide exceptional support for children to understand their feelings and consider others, for example, by using puppets. Older children manage their own behaviour really well.
- Staff plan the extremely well-resourced environment and highly challenging activities exceptionally well. Children make independent choices and lead their play in every area, indoors and outdoors. Staff very skilfully teach and help all children to make rapid progress in their learning and development from their starting points.
- Excellent partnerships with parents, outside agencies and other providers have an excellent impact on children's care, learning and development. Parents praise highly the thorough exchange of information and their children's enthusiasm to attend the nursery.
- Staff know the children extremely well. They assess children's progress very accurately to plan superbly for their individual next stages of learning. The manager uses highly effective tracking to monitor children's overall development and promptly respond to any gaps in their learning to ensure they catch up quickly.

## What the setting needs to do to improve further

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

- help older children to use numbers in their spontaneous play.

### Inspection activities

- The inspector observed activities and the quality of teaching in all rooms and the outdoors.
- The inspector spoke with staff, parents and children during the inspection and took account of the provider's self-evaluation.
- The inspector held a meeting with the provider and manager and carried out a joint observation.
- The inspector checked safeguarding information and the safety of the premises.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

### Inspector

Elaine Douglas

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Staff receive an intensive induction programme to understand their responsibilities. They follow policies and procedures extremely well to keep children safe. The manager and staff attend regular training to ensure they have a very good knowledge of what to do should they have a safeguarding concern. Highly reflective self-evaluation is integral to the nursery's success. They constantly evaluate practice to drive ongoing improvements. For instance, the manager now works in the two-year-old room and is an excellent role model to ensure the highest standards. She recognises staff's individual skills and targets their responsibilities and training very effectively. Through training in yoga, staff very skilfully engage children in imaginative ways to be calm, such as breathing deeply to smell imaginary flowers and exhaling to blow away the seeds.

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

Staff greatly enthuse children to learn by skilfully observing their interests and adapting activities extremely well to sustain their concentration. For instance, older children learned about the meaning of habitats and knew the difference between evergreen and deciduous trees. When children mentioned crocodiles living in the Amazon, staff used a globe to help them find it. Staff expertly help children to experiment and encourage them to recall their learning with others. For example, two-year olds described how they used warm water on ice and, 'it came off'. Staff explained that it was melting. Staff very skilfully interact with the youngest children and have an excellent understanding of how best to support their learning. For instance, they helped babies to blow bubbles to build the muscles in their mouth and support their speaking skills, and for children who love transporting things, they provided a small rake and wheelbarrow to collect leaves. Staff plan excellent mathematical activities, although they very occasionally miss opportunities to extend older children's use of numbers in their spontaneous play.

### Personal development, behaviour and welfare are outstanding

Staff recognise each child's uniqueness and are highly skilled at helping them to feel valued. For instance, they include children's additional languages in their daily routines. Children thrive in the very healthy environment. Outdoor learning is a priority. Children have excellent opportunities to be active. Babies and children wear waterproof clothing to protect their health while they enjoy the outdoors all year round. The extensive settling-in process is invaluable for staff getting to know children and their families. Staff are excellent role models and help children of all ages to share, take turns and value others.

### Outcomes for children are outstanding

Children develop a highly enthusiastic attitude to learning and outstanding skills that prepare them exceptionally well for their next stage of learning and school. They are very motivated to persist with new skills and are extremely inquisitive. Children have outstanding relationships. They work together extremely harmoniously and welcome each other's help. For example, older toddlers spontaneously helped each other with putting on their boots. Older children created a joint collage and used books with their friends to discuss nocturnal animals. All children become highly independent learners.

## Setting details

<b>Unique reference number</b>	EY494576
<b>Local authority</b>	Somerset
<b>Inspection number</b>	1027302
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	44
<b>Number of children on roll</b>	82
<b>Name of registered person</b>	Ian Parker
<b>Registered person unique reference number</b>	RP517015
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01823 251307

The Lemon Tree Nursery School registered in 2015. It is situated in Orchard Portman, on the outskirts of Taunton, Somerset. The nursery opens on Monday to Thursday from 8am to 5.15pm and on Friday from 8am to 2.15pm, during term time only. The nursery receives funding to provide free early education for children aged two, three and four years. There are 12 staff, one of whom holds early years professional status and one who has qualified teacher status. Two members of staff hold an early years qualification at level 6 and one has a qualification at level 4. Seven members of staff hold early years qualifications at level 3.

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