

Limes Play And Learn

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



| | |
|--------------------------|------------------|
| Inspection date | 27 November 2017 |
| Previous inspection date | 31 January 2017 |

| | This inspection: | Good | 2 |
|---|-------------------------|----------------------|----------|
| The quality and standards of the early years provision | | | |
| | Previous inspection: | Requires Improvement | 3 |
| 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 provider has made significant improvements since the last inspection. She has developed opportunities for staff to benefit from regular supervision and performance management opportunities. This helps to support staff's teaching skills and contributes to improving children's learning.
- Staff are well qualified, and they know their individual key children well. Staff use detailed observations and assessment systems to track children's progress accurately and plan for children's next stage in learning.
- Children develop secure, emotional attachments with their key person. The extremely caring staff provide very good support to children's social and emotional development.
- Staff provide excellent daily opportunities to promote children's physical skills outdoors. For example, children enthusiastically chase each other and negotiate the different levels in the outdoor play space. Children have superb opportunities to take well-supervised risks and challenge their own ability.
- Staff have developed strong partnerships with the parents. They help them to extend their children's learning at home in different ways, including through a borrowing library and sharing story sacks. Parents comment positively about the quality of care their children receive.

It is not yet outstanding because:

- Occasionally, staff do not reshape children's interests to enhance their learning.
- Staff do not always take account of children's different capabilities to fully focus their listening and attention skills.

What the setting needs to do to improve further

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

- provide children with rich, varied and imaginative experiences to enhance their learning
- strengthen the ways in which staff support children's listening and attention skills.

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 lead professional.
- The inspector held a meeting with the nursery provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Sharon Alleary

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The provider ensures staff receive safeguarding training and she regularly checks they know what to look out for and the procedures to follow in the event of a child protection concern. The provider follows a robust recruitment process and she checks staff's ongoing suitability rigorously. This helps to ensure staff remain suitable to work with children. Staff benefit from strong leadership. The provider oversees staff well. She supports and encourages staff to update their professional skills and knowledge. The provider uses the views of staff and parents and welcomes the local authority support to strengthen aspects of the nursery. Recent enhancements include developing online learning records to further strengthen parent partnerships. This follows a direct request from parents to know more about what their children are doing in nursery.

Quality of teaching, learning and assessment is good

Staff place high priority on developing children's speaking skills. They ask questions and give children plenty of time to answer. Staff encourage children to use descriptive words as they paint pictures of their family members. This contributes to children's creativity and growing language development. Staff provide children with good opportunities for children to learn about their local community and people who work within the community. For example, police officers and the fire service visit the nursery and talk to children about their roles. Staff promote children's independence well. They encourage children to 'have a go' before they help them, for instance, with putting on coats and shoes.

Personal development, behaviour and welfare are good

Flexible settling-in procedures help children to become quickly confident in the nursery. Staff are very attentive to children who are upset, and they soon settle into play of their choice. Staff support children to behave well. They gently explain to children the importance of sharing and taking turns as they play. Furthermore, staff help children to manage their own behaviour by introducing 'star analysis' and sand timers. Staff help children to develop a sense of belonging and to know the routines of the day. All children get involved tidying away resources, helping them to learn to care for the environment. Staff have developed good links with the schools that children go on to attend, this helps to support the transition process.

Outcomes for children are good

Children make good progress given their starting points and capabilities. Furthermore, children who speak English as an additional language are supported well with helpful strategies to make overall good progress in their learning and development. Children write their own name and form recognisable letters; some children can name the initial letter of their name and copy an action related to this letter. This contributes to early literacy skills. Children thoroughly enjoy exploring their creativity, using musical instruments and singing. They follow instructions to play and stop when asked. Children learn some valuable skills in preparation for their eventual move on to school.

Setting details

| | |
|--|---|
| Unique reference number | EY496886 |
| Local authority | Lincolnshire |
| Inspection number | 1084384 |
| 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 - 11 |
| Total number of places | 32 |
| Number of children on roll | 63 |
| Name of registered person | Limes Play And Learn Ltd |
| Registered person unique reference number | RP535093 |
| Date of previous inspection | 31 January 2017 |
| Telephone number | 01507 609199 |

Limes Play and Learn registered in 2015. The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 8am 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 2017

