

Lime Tree Day Nursery

Heathfield Road, Handsworth, Birmingham B19 1HJ



Inspection date

24 January 2019

Previous inspection date

4 May 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of 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 managers show commitment to the nursery. They work closely with the staff team to provide children with a caring, stimulating environment. Recent staff changes have been managed effectively to ensure a consistent approach across the nursery.
- Partnerships with parents are a key strength of the nursery. Parents speak highly of the staff team. They say they are kept very well informed and are happy with the progress their children are making. There is a consistent two-way flow of information shared between staff and parents. This helps to support children's learning at home.
- Children are very happy and settled. They build secure attachments with their key persons, who offer caring, nurturing relationships. Staff use information gained from parents to help children to settle in and feel emotionally secure.
- Children with special educational needs and/or disabilities are supported well. Gaps in children's learning are identified and targeted support is put in place swiftly to help children make the progress needed in preparation for school.
- Staff know children very well. They complete regular observations and assessments of children and use this information to plan effectively for their next steps in learning. Children are making good progress from their starting points.
- Staff are well qualified and the quality of teaching is good. Staff use their knowledge and expertise to provide a wide range of experiences that promote children's interests across all areas of learning. Children are effectively challenged and they become enthused in their learning.
- Staff help children to feel valued. They praise and reward children and encourage them to share their achievements with their friends.
- Since the last inspection, processes for monitoring and evaluation have not been sustained to support continuous improvement and maintain the highest standards across the nursery.
- Professional development opportunities are not consistently strong enough to ensure the highest level of teaching across the whole team.

What the setting needs to do to improve further

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

- further enhance the monitoring and evaluation of the setting and continue to improve practice and maintain the highest standards across the nursery
- focus professional development opportunities on helping all staff to raise the quality of their teaching to outstanding.

Inspection activities

- The inspector observed the quality of teaching and learning in the indoor and outdoor environments.
- The inspector held a meeting with the managers.
- The inspector looked at a range of documentation, including evidence of the suitability of staff.
- The inspector completed a joint observation with the manager and evaluated the quality of teaching practice.
- The inspector spoke to staff, children and parents at convenient times during the inspection.

Inspector

Emma McCabe

Inspection findings

Effectiveness of leadership and management is good

Despite the uncertain times the nursery is going through, the managers help the staff team to remain positive. They are all extremely dedicated and passionate about providing good-quality care and learning experiences for children. The arrangements for safeguarding are effective. All staff demonstrate a good understanding of their safeguarding responsibilities. Rigorous procedures are in place to ensure children's safety and welfare are given the highest regard. Staff are deployed effectively to ensure children are supervised well. The managers monitor children's well-being and progress. They work closely with the children's centre and other agencies to ensure that any children or families requiring intervention swiftly gain the required support. This helps every child to build a solid foundation for their future learning. Staff receive mandatory training to help keep their knowledge and skills up to date.

Quality of teaching, learning and assessment is good

Staff support children's communication and language skills effectively and facilitate their learning well. For example, staff working with babies skilfully interact with them and encourage them to explore activities. Babies join in with singing nursery rhymes and are inquisitive as they explore different animals and learn the sounds they make. Staff encourage toddlers to develop good control when filling and emptying containers in the water. Staff provide lots of opportunities for children to find their own ways of doing things. Children were absorbed in their learning as they investigated and experimented in the mud kitchen and confidently talked about the ingredients they were using to make chocolate soup. Staff's enthusiasm keeps children motivated. For example, they encouraged children to learn about the natural world as they looked for bugs using magnifying glasses and compared what they have found with lifelike toy bugs.

Personal development, behaviour and welfare are good

Staff foster children's emotional well-being effectively and promote children's good behaviour. They encourage friendships and act as positive role models. Children show care and concern for their friends as they hold their hands and help them to balance across the log stepping stones. Children have plenty of opportunities for outdoor play. They develop their physical skills as they play on a range of outdoor equipment. Key persons ensure that babies' and younger children's intimate care needs are met effectively. They follow the children's routines and support their individual needs.

Outcomes for children are good

Children successfully gain skills in preparation for school. Pre-school children are increasing in confidence with writing their names. They are eager to learn letters and sounds and enjoy naming and sounding out different objects. Babies and toddlers excitedly explore natural materials and make marks in sand. Babies enjoy the feel of sand through their fingers and toddlers are encouraged to give meaning to the marks they make. Children's independence is fostered well. Babies and toddlers receive the support and encouragement needed to help them gain the confidence to have a go at age-appropriate tasks. Pre-school children are skilled at managing their self-care. They use the toilet independently and persevere at putting on coats and shoes.

Setting details

Unique reference number	EY338943
Local authority	Birmingham
Inspection number	10092786
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	45
Number of children on roll	55
Name of registered person	Birmingham City Council
Registered person unique reference number	RP526959
Date of previous inspection	4 May 2016
Telephone number	0121 675 2530 or 2536

Lime Tree Day Nursery registered in 2007 and is managed by Birmingham City Council. The nursery employs 12 members of childcare staff, all of whom hold appropriate early years qualifications at levels 3, 5 or 6. 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.

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