

Lime Tree Nursery (Carlton)

90 Doncaster Road, Carlton-In-Lindrick, Worksop, Nottinghamshire S81 9JU



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| Inspection date | 10 July 2019 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| 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 management team leads the nursery well. Staff teamwork is visibly strong. They work well together and have the spirit and drive to ensure that children do as well as they can.
- Staff make accurate assessments of children and they, along with the manager, track children's progress carefully. They identify where children need extra support and put in place clear plans to help close any gaps in learning. This contributes to the good progress children make, including those children for whom the nursery receives funding.
- Parents speak very highly of the care their children receive. Staff regularly provide parents with information about their child's care and learning. They share information regarding what their children have been doing and what they need to learn next. This helps to provide continuity of care between the nursery and the parents.
- Staff get to know children well and children appear very happy and well settled. Staff build nurturing relationships with children and they show genuine warmth and care towards them. This contributes well to children's emotional well-being.
- Staff work exceptionally well with parents and other professionals. They provide effective support to children with special educational needs and/or disabilities (SEND). This contributes to the ongoing progress these children make.
- The management team is ambitious and has a clear vision for the nursery. They use effective self-evaluation to continually identify and help them address areas for improvement. For example, they adjusted menus following a request from a parent.
- Occasionally, staff overlook opportunities to challenge children and extend their learning as they play, so that children make the best possible progress.

What the setting needs to do to improve further

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

- strengthen the quality of teaching further and make the most of opportunities to consistently challenge and extend children's learning to help them to make even greater progress.

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 manager.
- The inspector held a meeting with the provider, area manager, training manager and nursery manager. She reviewed 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 leadership and management is good

The arrangements for safeguarding are effective. The manager and staff understand how to recognise possible signs and symptoms of abuse. They are confident in the procedures to follow if they have concerns about a child's welfare. The management team test staff knowledge by involving them in quizzes and asking on-the-spot questions. Recruitment procedures effectively check staff's initial and ongoing suitability to work with children. The management team follow the appropriate procedures when dealing with complaints and concerns. Staff receive good levels of support during supervision meetings. The management team offer a selection of training opportunities, which have a good impact on outcomes for children. For example, a course on encouraging boys to develop their writing skills has equipped staff with ideas of how to support boys' literacy skills.

Quality of teaching, learning and assessment is good

The qualified staff show enthusiasm in their interactions with children. They provide good support and inclusive practices for children with SEND and children who speak English as an additional language. For example, staff use sign language to aid communication and provide resources that stimulate children's senses. Staff help children to foster a love of books. They make story time exciting and give children time to answer questions about what happens next. Toddlers can finish sentences from stories that they know well. Staff support children's developing communication skills well. They play alongside children and talk to them about what they see them doing. For example, staff talk about dinosaurs and ask where they might live.

Personal development, behaviour and welfare are good

Children follow good hygiene routines and experience sociable mealtimes and snack times. This contributes to their social skills, health and well-being. They learn safety measures during a forest-school session. Staff remind children to sit in the 'respect position' in front of the fire as they toast marshmallows. Children enjoy outdoor play and fresh air. They have superb opportunities to develop their physical skills in the garden areas. Children recognise, value and respect each other's differences. This helps children with SEND to be fully included and supported. Consequently, children develop positive relationships with each other.

Outcomes for children are good

Children develop important skills to prepare them for the next stage in their learning, such as a new room or school. Babies have a strong exploratory impulse. They confidently greet new people, climb and slide on equipment and role play with dolls. Older children learn to identify initial letters and the sounds that letters make, and practise writing their name. Children use magnets to 'hook a duck', they count and recognise numbers. This helps to promote their mathematical skills. They use a wide vocabulary as they interact well with the staff, one another and visitors. The nursery uses additional funding thoughtfully to support the specific needs of individuals and improve outcomes for children. For instance, treasure baskets have had a positive impact on helping to increase their speaking skills.

Setting details

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| Unique reference number | EY555663 |
| Local authority | Nottinghamshire County Council |
| Inspection number | 10114691 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children | 0 - 4 |
| Total number of places | 60 |
| Number of children on roll | 84 |
| Name of registered person | Lime Tree Day Nursery (Rotherham) Ltd |
| Registered person unique reference number | RP536175 |
| Date of previous inspection | Not applicable |
| Telephone number | 01709 812020 |

Lime Tree Nursery (Carlton) registered in 2017. The nursery employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 and above, including the manager with an early years degree. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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