

Inspection of Little Limes Day Care And Preschool

Trinity Hall, Molesey Road, Hersham, Walton On Thames, Surrey KT12 4RS

Inspection date: 3 December 2019

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children behave well overall. They show that they feel safe in the staff's care and know who to approach for a reassuring cuddle. However, the key-person system is not effective. Not all staff know what each child needs to learn next to help them move on to their next stage in development. Recently, the provider has not been sharing this information consistently with parents, to help them extend their children's learning at home. Children enjoy taking part in creative activities, such as creating Christmas cards by using paint and stencils.

The provider does not ensure that she meets the minimum staffing qualification requirements. This means that staff lack the knowledge of how to deliver an effective curriculum. This does not enable children to take part in a balance of planned activities and those they choose themselves. Staff do not use information from observations to plan challenging experiences that cover the areas of learning. Children do not build on their communication and language skills as some staff do not make the best of children's play experiences to engage with them. Staff meet children's individual care needs well. However, they are not always vigilant to risks that present themselves when children play independently. Some staff also lack a secure knowledge of the wider aspects of safeguarding.

What does the early years setting do well and what does it need to do better?

- The provider meets the required child-to-staff ratios. However, she has misinterpreted the requirement relating to staffing qualifications. This means that there are not enough qualified staff who understand how to plan and deliver a curriculum that meets children's learning needs. Staff do not plan activities that have a clear learning intention and children create their own play from the limited resources available. For example, young children enjoy placing pasta in pots, although staff providing support do not know the purpose of the activity. This limits what children learn. Older children lack direction from staff and slide around the room on their knees or tummies, which does not challenge them to learn new skills.
- The provider carries out regular appraisals with her staff to ensure their well-being and provide opportunities for them to gain recognised qualifications. However, recent staffing difficulties have affected the quality of the provision, and the impact of the lack of qualified staff is evident.
- Children have lovely discussions with staff, such as where their food comes from and how it is made. However, not all staff engage effectively with children to help extend their vocabulary and to enhance their concentration at a chosen activity. For example, when children build towers with bricks and explore technological resources, staff support them but do not instigate conversations to build on speaking and listening skills.

- The current arrangements for the key-person system are ineffective as the provider and her deputy manager are key persons for all children. The rest of the staff do not have a secure knowledge of what children already know and what they need to learn next. Staff do not use information from observations of children's learning to offer effective levels of support. This does not enable children to move on to their next stage in learning successfully.
- The provider and her staff team build secure relationships with parents and other professionals. Parents compliment how staff help new children to settle into nursery life and the effectiveness of communication, such as through the online system. However, due to recent staffing difficulties, the provider has not made sure that parents are consistently receiving up-to-date information about their child's next steps in learning. This does not enable parents to further support their children's learning at home.
- The provider understands the current weaknesses in her provision and works with her staff to identify areas for improvement, such as purchasing more resources for older children. She does not currently seek the views of parents and children to involve them in making improvements to the quality of the provision.
- Older children follow simple instructions, such as when asked to prepare for snacks and mealtimes. They have opportunities for outdoor play to help strengthen their physical skills.

Safeguarding

The arrangements for safeguarding are not effective.

Staff demonstrate a sound knowledge of how to identify that a child may be at risk from abuse and how to refer these concerns through the correct channels. However, not all staff have a secure understanding of the wider aspects of safeguarding. This does not enable them to identify when a child may be at risk from extreme behaviours and views. Staff complete risk assessments on the indoor and outdoor environments to identify and minimise risks to children. However, they are not always as aware of risks that arise during children's play, such as children walking around with resources in their mouths. This does not ensure that children remain safe at all times.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that at least half of all staff hold at least a full and relevant qualification at level 2	01/01/2020

ensure that staff take all reasonable steps to ensure that children are not exposed to risks that occur during their chosen play	13/12/2019
ensure that all staff have a secure knowledge of the wider aspects of safeguarding to enable them to identify when a child may be at risk of extreme behaviours and views	01/01/2020
ensure that the key-person system meets the needs of children and that staff have a secure knowledge of each child's next steps	01/01/2020
use the information from observations to plan a challenging and enjoyable experience for each child in all of the areas of learning and development	01/01/2020
ensure that the curriculum is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity	01/01/2020
develop staff's knowledge and understanding of their role in engaging all children in play and increase their levels of communication with children.	01/01/2020

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

- inform parents consistently of children's next steps in learning to enable them to further support development at home
- seek the views of parents and children to help make well-targeted improvements to the quality of the provision.

Setting details

Unique reference number	EY554521
Local authority	Surrey
Inspection number	10131120
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	30
Number of children on roll	20
Name of registered person	The Little Limes Day Nursery Ltd
Registered person unique reference number	RP554520
Telephone number	07789441647
Date of previous inspection	Not applicable

Information about this early years setting

Little Limes Day Care and Preschool registered in 2017. It operates from a purpose-built nursery in Trinity Halls in Hersham, Surrey. The setting opens each weekday from 8am to 6pm for 51 weeks of the year. There are currently six members of staff, including the provider. Of these, three hold appropriate childcare qualifications.

Information about this inspection

Inspector

Helen Penticost

Inspection activities

- The inspector had a tour of the premises and observed the impact of teaching on children's enjoyment and development.
- The inspector spoke with the manager and staff about their practice and children's learning and development.
- The inspector sought the opinions of parents to gain an understanding of their views on the setting.
- The inspector completed a joint observation of an activity with the manager.
- The inspector sampled a range of documentation.

We carried out this inspection 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.

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