

# Inspection of Little Limes Day Care And Preschool

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

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Inspection date: 25 June 2021

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Inadequate

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Parents are not able to come into the setting due to the COVID-19 (coronavirus) pandemic arrangements. However, children arrive happily and enjoy having breakfast together before they start playing. Children like running in the large enclosed outdoor area and are starting to learn how to keep themselves safe. For instance, they are encouraged to stay within the marked boundaries within the garden. However, at times, they go outside of the boundary to watch the community gardeners through the fence. Older children talk to each other about what they can see. For example, they tell each other that they are using strimmers and they are very noisy.

The recently appointed deputy manager has high expectations for children and is clear about the curriculum intent. Staff spend time with children as they play and create activities that respond to their ideas and interests. For example, children ask to explore paint and wood shavings. However, staff do not fully comprehend the learning intentions for children of different ages. Although the activities that are set up appeal to children, they soon lose interest and focus before any meaningful learning can take place. Children do not demonstrate high levels of curiosity or concentration and do not always respond promptly to the requests and instructions from practitioners.

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

- Leaders' vision and ambition for providing high-quality care and shared values needs to be implemented now that they have a more stable staff team. The newly appointed deputy has started to make changes that are having a positive impact. These need time to embed and there are some care practices that require improvement. For example, sleeping children do not always have bedding available to them.
- Children do not engage for long periods of time during activities and become distracted. The layout of the environment and resources available do not always support children to focus on their learning. This has an impact on how children behave. For example, children, who no longer want to listen to a story, run around the setting with toy vacuum cleaners. This disrupts others from learning about the letters in their name.
- The new deputy manager provides staff with coaching opportunities through regular supervision. She observes practice and identifies areas to improve their skills. As a result, staff feel supported and their practice is developing.
- Parents are kept up to date about what their children are doing on a daily basis. They are regularly informed on the progress their children are making across all areas of development. However, they are not always clear on what the learning intentions are for their children. Gaps in children's development are identified

early so that support can be put in place. Any identified areas of concern are shared with parents as and when they arise. Parents are happy with the support and care their children receive.

- Children have developed positive relationships with all staff. However, not all children have a clearly named key person. Although the key-person system is not well established and is, at times, unclear, it does not impact on children's well-being or sense of security. However, it does have an impact on the implementation of the curriculum. For instance, staff are not always clear about what the children can do and what they need to learn next.
- Staff support children's knowledge of the natural environment and encourage their mathematical development. For example, they explore flowers around the garden area. Staff talk to children about pollen on the flowers that bees use to make honey. Children pick the tiny flowers and comment on their size and colour. Children practise their counting skills as they share these confidently with others.
- Older children engage in play with their peers, sharing ideas and resources. For example, older children enjoy working together to build small-world structures and younger children explore the feel of paint on their arms. However, changes in the routine interrupt children's learning. For example, staff do not give children any warning to finish playing before going outside or time to finish their paintings before having to wash their hands.

## **Safeguarding**

The arrangements for safeguarding are effective.

The designated safeguarding lead understands their role and their responsibility to safeguard children. Staff understand their duty to protect children from harm. They are all aware of how to identify signs of abuse and the procedure on how to report any concerns they may have about children. Staff understand how to report allegations against adults working with children and can identify what may affect their suitability. Following recent improvements, the staff are all aware of the risk assessments in place and how to implement these effectively.

## **What does the setting need to do to improve?**

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

- improve the implementation of the curriculum, including how the environment is organised, to enable children to engage independently and improve the way they regulate their behaviour
- develop staff's awareness of their role as a key person so that they understand children's learning intentions and provide them with a broader range of opportunities
- review and improve changes to children's routines to prevent interruptions from

impacting on their learning.

## Setting details

<b>Unique reference number</b>	EY554521
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10133666
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	The Little Limes Day Nursery Ltd
<b>Registered person unique reference number</b>	RP554520
<b>Telephone number</b>	07789441647
<b>Date of previous inspection</b>	3 December 2019

## 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 five members of staff. Of these, three hold appropriate childcare qualifications.

## Information about this inspection

**Inspector**  
Pippa Clark

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector sampled documentation such as staff supervisions, first-aid certificates and children's information.
- The deputy manager and the inspector took part in a learning walk to find out what they intend children to learn and how staff implement the curriculum.
- The inspector and the deputy manager carried out a joint observation to find out how they evaluate the teaching and how they promote professional development.
- The inspector spoke to staff and children throughout the inspection and gained the views of parents.

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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