

Inspection of The Lime Trees At Greythorn

Greythorn Primary School, Greythorn Drive, West Bridgford, Nottingham,
Nottinghamshire NG2 7GH

Inspection date:

26 July 2021

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children love coming to the club. They eagerly greet staff when they come out of the classroom at the end of the day. Children excitedly show staff the models they have made at school. Children are super confident communicators and feel safe and secure in the setting. They interact with unfamiliar people and talk to visitors about what they enjoy doing at the setting. For example, children say, 'I like playing outside and having ice pops'.

Children experiment with different craft items. When trying to manipulate and stick pipe cleaners they say, 'I can't do it'. Staff encourage children and say, 'You can do it, let's do it together'. This helps to promote children's self-esteem to the highest level. Children persevere and make a treasure map, they are proud to show off their creation.

Children behave very well and listen to adults when asked. For instance, when the manager calls the register, she asks the children to stop what they are doing and listen for their name. Children have a good understanding of the club rules. At register time the manager says there are new adults in the setting. The children recall the rules to help the visitor.

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

- Managers make staff welfare a high priority. Staff say that they are exceptionally well supported and they comment positively about the company's 'Well-being officer'. Staff have very good opportunities to continue their professional development through a range of in-house training. This helps to keep their skills and knowledge up to date.
- Staff work closely with teachers at the school and discuss how they can complement children's learning. They provide experiences that help to support children to build on what they are learning in school. For example, staff support children with writing letters. This helps children to complement their literacy development.
- Staff act as positive role models for the children. They listen to the children and encourage them to play cooperatively with their peers. Children are well behaved and polite.
- Staff make sure children have fresh air and physical exercise daily. Children energetically play tennis and take part in an obstacle course. This contributes to developing their large motor muscles to aid strength, balance and coordination. Indoors, children persevere as they thread buttons, this supports the development of hand-eye coordination.
- The leaders and staff understand the importance of getting to know about

children's families and lives beyond the club. They learn about what children experience away from the setting. This supports staff in knowing children well and being able to meet their needs. For example, the opportunity to have one-to-one time with adults.

- Staff encourage children to be independent. Children use utensils to help themselves to a wide selection of salad vegetables, crackers, and cheese at snack time.
- Staff recognise that craft activities are popular. They provide a wide range of materials and resources to make thank you cards for teachers or family. Children thoroughly enjoy working creatively. Staff encourage children to discuss their intentions.
- Staff have managed the children's safety and welfare very well. Due to the COVID-19 (coronavirus) pandemic, children have been kept in smaller groups, to limit the spread of the virus. Staff have provided each group with toys, games and books that link to their interests. Children have been consulted on these choices. This helps children to be engaged and happy as they play in unprecedented times.
- Staff show a genuine interest in what children have to say. They listen to children and engage in conversations. For example, children talk to them about their new classrooms and new teachers for the next academic year. This promotes a culture of respect.
- The leadership team are very open to suggestions on ways to improve the club. For example, they acted on a request to improve snacks. They have made them more varied and offer what the children say they want to eat after school.

Safeguarding

The arrangements for safeguarding are effective.

The leadership team and staff have superb safeguarding knowledge and know what they should do if they have a concern about children's welfare. Staff deploy themselves well, indoors, and outdoors. This helps to ensure good levels of supervision and support for all children. Staff all hold a valid first-aid certificate and know how to treat minor accidents. Children learn to keep themselves healthy and safe. For example, they know the importance of putting on cream to protect themselves from the sun. The provider follows robust recruitment procedures to ensure that all staff are suitable to work with children.

Setting details

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| Unique reference number | EY557736 |
| Local authority | Nottinghamshire County Council |
| Inspection number | 10175138 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Out-of-school day care |
| Age range of children at time of inspection | 5 to 11 |
| Total number of places | 30 |
| Number of children on roll | 46 |
| Name of registered person | The Lime Trees Group CIC |
| Registered person unique reference number | RP532825 |
| Telephone number | 07766773723 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The Lime Trees At Greythorn registered in 2018. They operate from Greythorn Primary School in West Bridgford, Nottinghamshire. The club employs three members of staff, all of whom holds appropriate early years qualification at level 3. They provide before- and after-school care for children aged from 4 to 11 years. The breakfast club operates from 7.30am to 8.50am, and the after-school club operates from 3.30pm to 6pm.

Information about this inspection

Inspector

Sharon Alleary

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- A meeting was held with the nominated individual and the operations manager. The inspector reviewed a sample of documents, including staff suitability checks and evidence of paediatric first-aid training.
- The manager welcomed the inspector and showed her around the club. The manager discussed with the inspector the resources and activities provided for children.
- The inspector observed play opportunities for children indoors and outdoors. She spoke to staff in the setting.
- The inspector spoke to children and a parent during the inspection and took account of their views.

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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