

Inspection of The Lime Trees

BURTON JOYCE PRIMARY SCHOOL, Padleys Lane, Nottingham NG14 5EB

Inspection date: 23 March 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely happy and settled. They are highly motivated to learn and enthusiastically join in with the stimulating activities on offer. During circle time, children are very keen to demonstrate their knowledge of sign language. Staff present children with new signs to learn which they readily copy. Children's behaviour is excellent; they fully understand what is expected of them. All children show a desire to be independent. They politely refuse help, preferring to keep trying themselves. Children consistently interact very well with each other and are kind and helpful. Without being asked, they pick up coats that have fallen on the floor and put them back on their friends' pegs. Children are very well prepared to develop skills for future learning.

Every child's uniqueness is valued. Staff have expert knowledge and understanding of all children's abilities and development. The nursery uses additional funding thoughtfully to address gaps in learning and help children catch up. Staff know some children do not have access to outdoor play at home. Staff hold weekend sports activities to promote and encourage children's developing physical skills. Children's health and well-being are given the highest priority. All children spend considerable amounts of time outdoors. Pre-school children thrive in the enticing forest school area. They giggle with delight as they actively engage in a game of hide and seek. Children excitedly shout, '1,2,3 we are here' as they crouch behind trees and bushes. Staff supervise children as they confidently navigate slopes, make a rope bridge in the trees and create beds out of twigs and leaves for their 'forest friends'. Children undertake risk assessments with staff to ensure the woodland area is safe to play in.

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

- Staff have a firm understanding of the curriculum. They skilfully engage with children, providing correct levels of support. Staff know exactly when to interact with children to build on what they already know and can do. They step back, allowing children to share knowledge with each other as they mix paint in spray bottles. Staff notice children are trying to make 'rainbow colours.' They pose thoughtful questions to children helping them consider how to do this.
- Children demonstrate a deep love of books. They access story time both indoors and outside. Staff read with great enthusiasm. Children fully engage as they listen, confidently suggest ideas and ask questions. Staff speak very clearly using a rich range of vocabulary which children delight in repeating.
- Children from disadvantaged backgrounds and those with special educational needs and/or disabilities receive exceptional support. For example, staff have highly effective partnerships with external agencies. This ensures children achieve the best outcomes. Leaders have recruited a speech and language

therapist to offer a higher level of language support. Children make excellent progress from their starting points.

- Children develop a wealth of independence skills. For example, after lunchtime, children enthusiastically wash their dirty plates. Even the youngest children know the daily routines and are motivated to have a go. They confidently self-register and helpfully tidy away what they have been playing with. Children are developing a secure foundation for their future learning.
- Staff use every moment as an opportunity for children to learn. Children are very well supported in their mathematical development. Staff question children about position, amounts and number. For example, children independently count how many of them are present. They follow directions from staff and move their heads up, down and side to side. Children confidently use mathematical language in their play.
- Children's learning opportunities and outcomes are further enhanced by the highly committed staff team. They consistently follow the children's lead and encourage them to problem solve and experiment. For example, children show high levels of perseverance as they connect tubes. When attempts fail, children tell staff 'don't worry, you have to keep trying'.
- Parental feedback is overwhelmingly positive. They state staff are 'amazing' and children are developing skills they need for school. Home learning is a big focus, and parents state children are given 'extension' bags which contain resources to support their child to learn at home.
- Leaders and managers strive to provide the best early years experience for each child. They go above and beyond to provide opportunities children would not normally receive. Children are taken on trips to visit an art museum. They learn about artists and experience sculptures and artworks first hand. Staff say they are valued and supported. Children benefit from a company who invest in the well-being and development of their staff.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their role and responsibilities in keeping children safe. They have a secure knowledge of the possible signs that a child may be at risk of harm, and they know what procedures to follow if they have concerns. Staff know what to do if they are concerned about the conduct of a colleague. Staff are up to date with safeguarding training and paediatric first aid. The manager ensures safer recruitment checks are conducted to ensure the ongoing suitability of staff working with children. The setting is secure and routinely checked to ensure the safety of children.

Setting details

Unique reference number	EY465971
Local authority	Nottinghamshire County Council
Inspection number	10198258
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 at time of inspection	2 to 11
Total number of places	50
Number of children on roll	203
Name of registered person	The Lime Trees Group CIC
Registered person unique reference number	RP532825
Telephone number	07766773723
Date of previous inspection	10 March 2014

Information about this early years setting

The Lime Trees is located in Burton Joyce, Nottinghamshire. It registered in 2013. It operates from rooms within Burton Joyce Primary School. The setting employs seven members of childcare staff, all of which hold appropriate early years qualification at level 3. The setting opens Monday to Friday, offering full day care from 7.30am until 6pm and this includes breakfast and after-school care for older children attending school. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Susan Hyatt

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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