

Inspection of Lime Tree Quorn

Rawlins Academy, Loughborough Road, Loughborough LE12 8DY

Inspection date: 4 April 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children show that they feel safe and secure. They have positive relationships with staff. Children of all ages go to staff for cuddles and receive a warm reassuring rub on their back for comfort. Children behave well and show kindness to their peers. For example, three-year-old children show new children where to attach days of the week signs to a wall display. Two-year-old children work as a team to put boxes away during tidy-up time.

Staff plan experiences to help children to develop in their learning. They provide plenty of opportunities for children to be physically active. Babies are encouraged to walk. Staff support their body weight to provide opportunities for them to learn how to balance and coordinate their feet. Staff initiate a game of hide and seek in the garden. Three-year-old children scream with excitement when they run energetically around and look for places to hide. One-year-old children have opportunities to be creative. They use flowers dipped in paint to make marks on paper. Two-year-old children show pride and a sense of achievement in their artwork. They hold up their pictures and tell staff and visitors what they have drawn.

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

- The manager and staff place a high priority on supporting children's communication and language development. Staff attend training courses to increase their knowledge of how to support this aspect of children's development. They share this with other staff. This helps to ensure that all staff understand and implement the same strategies to support children's development. For example, staff ask three- and four-year-old children questions that encourages them to think. Staff sing nursery rhymes and name objects children see in books, when they interact with children who are under the age of two years old.
- Staff share information with parents about children's learning and achievements. Parents comment positively about staff. They say that they are lovely, welcoming and are very good with the children. Parents appreciate the information they receive about their children on the electronic system staff use to share photos of activities children have enjoyed.
- Staff help children to learn about their feelings. For example, they ask two-year-old children to recognise facial expressions when they read them stories about characters that have different feelings.
- When staff read stories to children, they use different tones in their voice to maintain children's attention. Children learn skills for the future, such as to sit well and listen to stories. However, during some planned activities, staff do not always manage to maintain children's interests and engagement. For example,

staff ask children to sit for long periods of time, and some lose interest.

- When children first start attending, the manager and staff promote children's emotional well-being. For example, they offer children settling-in sessions. This enables children to get to know staff and the environment before they attend for longer sessions.
- Staff gain a range of information from parents about children's prior learning. However, they do not always use this information to support their knowledge of how they can continue to support children's development when they first start.
- Staff provide experiences for children to develop their understanding of numbers and language that describe size. For example, staff count objects when they play alongside one-year-old children. When children play with daffodils in sand, staff count how many flowers they can see. Staff ask three-year-old children to find objects that are small and large when they select toys to build and construct.
- The manager and staff support children with special educational needs and/or disabilities well. They work with other professionals and have targeted plans in place to meet children's individual needs. This includes helping them to manage their behaviour when the routine of the day changes. For example, they show children objects such as a plate when it is lunchtime.
- Staff give children plenty of praise and encouragement, when they display positive behaviour. For example, one-year-old children copy staff when they clap their hands after they sing nursery rhymes. Staff give two-year-old children time and encouragement when they try to fit shapes into the correct pieces on a puzzle.

Safeguarding

The arrangements for safeguarding are effective.

Staff carry out daily risk assessments in the playrooms and outdoors to ensure that risks to children are minimised. They remind children to hold onto a low-level handrail when they move from upstairs to downstairs. This helps children to learn how they can keep themselves safe. The management team and staff have a good knowledge of the signs and indicators of abuse. They know how and where to report any safeguarding concerns. The manager ensures that staff's knowledge of child protection is current. For example, staff discuss safeguarding scenarios at meetings and complete online training.

What does the setting need to do to improve?

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

- strength staff's understanding of how to make greater use of planned group activities to help maintain children's interest and engagement
- support staff to use information gathered about children's abilities from parents

when they first start, to more effectively plan for children's ongoing progress.

Setting details

Unique reference number	EY492199
Local authority	Leicestershire
Inspection number	10219650
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	0 to 4
Total number of places	58
Number of children on roll	77
Name of registered person	Lime Tree Quorn Ltd
Registered person unique reference number	RP910411
Telephone number	01509 415085
Date of previous inspection	3 August 2016

Information about this early years setting

Lime Tree Quorn registered in 2015. It is situated in the grounds of Rawlins Academy, Loughborough, Leicestershire and is independently run from the school. The nursery employs 20 members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, eight at level 3, one at level 4, one at level 5, one at level 6 and one with qualified teacher status. The nursery opens from Monday to Friday all year round apart from bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed how she intends to implement the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and deputy manager. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents shared their views of the setting with the inspector.

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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