

# Inspection of Lime Tree Day Nursery Ltd

North Street, Barrow-Upon-Soar, Loughborough, Leicestershire LE12 8QA

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Inspection date: 25 April 2022

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Outstanding

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

### **The provision is good**

Children show positive relationships with staff and their peers. Babies receive good eye contact and a reassuring calm voice from staff when they are being fed. This helps them to feel safe and secure. Older children sit and cuddle staff for comfort. They confidently talk to staff about their needs and wishes. Children behave well. For example, one- and two-year-old children take it in turns to choose nursery rhymes to sing. They learn to play cooperatively with their friends.

Staff know the children well. They provide experiences to enhance their development, such as opportunities for children to explore the texture and shape of dough. For example, staff show one-year-old children how to roll dough in-between their hands to form a ball. Children copy and think about how they can change the shape of the dough, for example by rolling it on a table to make it longer. Four-year-old children show good hand-to-eye coordination, such as when they use pencils to make marks on paper. They begin to form recognisable letters. Staff encourage children to be creative and to recall their previous experiences. When children make a pretend chocolate cake, staff ask them to remember what ingredients go into a cake mixture. Children confidently remember that they need flour and eggs.

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

- Staff encourage children to develop a love of books. For example, when they read children stories, staff use different tones in their voice. This helps to maintain children's interest and focus. Staff give children books to take home and encourage parents to read to their children.
- The manager has an overview of all children's learning. She identifies that children in the pre-school room need further support with their mathematical skills. Because of this, staff help children to develop this aspect of learning in their play, such as identifying language that describes position. For example, when children want to build and construct a bridge in their play, staff ask them if they want to start building at the 'ends' or the 'middle'.
- Children benefit from healthy snacks and plenty of fresh air and exercise. They wash their hands before they eat. However, staff do not ensure that snack times are always hygienic. For example, staff ask children to sit on the floor to eat their snacks. Sometimes, children drop their snack on the floor, then pick it up and eat it without staff noticing.
- The manager supports staff through supervision meetings. This helps staff to reflect on their practice and to identify further professional development opportunities. Recent in-house training extends staff's knowledge of how to provide children with real objects in their play. They recognise that this encourages children to handle the equipment more carefully and to use it in

different ways to extend their imaginative play.

- Staff use the curriculum to plan and broaden experiences for children. For example, children develop an understanding of life cycles. They learn what tadpoles like to eat, such as cucumbers. Staff help children to learn how tadpoles use nutrients from their habitat to help them turn into frogs.
- Staff support children to recognise their emotions and how they are feeling. They encourage children to share, take turns and identify how their actions can affect others. For example, they talk to children about the words they can use to tell others how they are feeling. This helps to promote positive behaviour.
- Overall, staff develop children's communication and language skills effectively. They talk to children when they play alongside them and sing nursery rhymes with children. Staff ask three- and four-year-old children a good range of questions. This encourages children to develop their thinking skills. However, occasionally, staff do not extend opportunities for babies and younger children to progress their speaking skills.
- The manager uses additional funding effectively to meet children's individual needs. For example, staff offer children with special educational needs and/or disabilities one-to-one support in their play, to help meet their individual needs. The special educational needs coordinator works in partnership with other agencies to put targeted plans in place to help children to progress in their development.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff provide a safe and secure environment for children to play in. They find out about children's dietary requirements when they first start attending. This helps the cook and staff to offer children food to meet their individual health needs. The manager checks that staff's knowledge of safeguarding is up to date. For example, she asks them questions about child protection during supervision meetings. The manager and staff know where to report any concerns about children's welfare. Furthermore, they know where to report concerns about staff's behaviour with the children. This helps to promote children's safety.

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

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

- support staff to strengthen their knowledge of how to promote hygienic practice during snack times for one-year-old children
- enhance staff's ability to extend babies' and younger children's speaking skills.

## Setting details

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| <b>Unique reference number</b>                     | EY410994  |
| <b>Local authority</b>                             | Leicestershire  |
| <b>Inspection number</b>                           | 10138554  |
| <b>Type of provision</b>                           | Childcare on non-domestic premises  |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Full day care   |
| <b>Age range of children at time of inspection</b> | 0 to 4  |
| <b>Total number of places</b>                      | 70  |
| <b>Number of children on roll</b>                  | 180   |
| <b>Name of registered person</b>                   | Lime Tree Day Nursery Ltd   |
| <b>Registered person unique reference number</b>   | RP529814  |
| <b>Telephone number</b>                            | 01509 414868  |
| <b>Date of previous inspection</b>                 | 7 January 2016  |

## Information about this early years setting

Lime Tree Day Nursery Ltd registered in 2010 and is situated in Barrow upon Soar, Loughborough. The nursery employs 32 members of childcare staff. Of these, 21 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. 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

### Inspectors

Hayley Ruane  
Charlotte Whalley

## Inspection activities

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

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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