

Inspection of Lime Tree Nursery

Lime Tree Childrens Centre, Heathfield Road, Handsworth, Birmingham B19 1HJ

Inspection date: 28 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children show they are very happy and enthusiastic to enter the nursery and talk about how much they love to attend. They have a strong and secure bond with staff, who are nurturing and value each child as unique. Children are confident, inquisitive and show a real desire to learn. Children have respectful and kind friendships with other children and staff. They make friends, share and take turns. They follow their interests and independently choose resources to aid all areas of their learning. Children concentrate and engage in their play for extended periods of time. They approach their learning with curiosity and interest, solving their own problems.

Older children's language is well developed. They speak about lots of different topics with their friends. Children with English as an additional language speak well in their home language and English. Staff are bilingual and use this to aid communication with children and parents. Children learn about different occupations, faiths and celebrations. They enjoy visits from a fire engine, a police officer and a trip to their local library. They play with resources from their local dentist. Children are proud to show pictures of the celebrations they have at home, which parents share with staff on an interactive app.

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

- Leadership ensures they provide high levels of care and education. They are reflective in their policies and procedures. They swiftly identify any children who need additional support, including those with special educational needs and/or disabilities. They train their staff to give them good knowledge of their statutory duties. They show a passion for supporting the well-being of their team, parents and children. Leaders strive to create 'an open and supportive family environment'.
- Staff are knowledgeable about children's development. They ensure resources which cover all areas of learning are available. Staff create a stimulating environment that allows children to curiously approach new experiences. Children progress well in all seven areas of learning and become independent learners. However, staff are not always clear about the learning intentions of activities to fully promote children's learning.
- Babies explore different textures through sensory play. They scoop rice into yoghurt pots to shake. They shake soft scarves and use bags of salt, cereal and crackers to make different sounds. Toddlers sit at the table together to try new food, using spoons and forks to feed themselves. Older children use their curiosity to mix potions in the mud kitchen. They 'cook' all their discoveries to make 'spicy soup' and 'curry', stirring leaves and mud and pouring water from a watering can. However, staff do not consistently extend learning opportunities to

develop children's learning further.

- Children use their language to aid them in their learning. They can articulate well, listening and responding to instruction. Children develop mathematical concepts and use these throughout the day. For example, they count how many play dough shapes they make. Children show progress in their writing skills by writing their name, numbers and drawing pictures of their family. Older children become school ready.
- Behaviour and attitudes of children are good and staff have high expectations for children's behaviour. Children follow instruction well and regulate their feelings and behaviour often. Children share, take turns and respect one another. They can see they have an impact on others and use steps to resolve the issues they face. Children have a thirst for knowledge and have good attitudes in their learning. They learn through curiosity and engage in their own play. They take pride in their achievements.
- Parents are happy with the progress and achievements their children have made. They feel supported and think their children are ready for school. They state that the staff engage well with parents, signposting them to help when needed. Leaders create a respectful culture for all children, staff and parents.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding knowledge is good. Staff are strong in their understanding of signs of a child being at risk of harm. They understand their duty to keep children safe and know the procedures to follow if necessary. Leadership keep organised and coherent records of concerns. Risk assessments in the setting are effective. Although the nursery is in a shared building, the premises are safe and secure. Staff are vigilant and reflective to ensure the safety of all children. All staff have first-aid training. Ongoing safer recruitment checks are carried out on all staff. Staff teach children to keep themselves safe as they play.

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 enable them to understand how to extend activities to fully promote children's learning
- help staff to understand what they want children to learn from activities and how to implement this into their practice.

Setting details

Unique reference number	2573494
Local authority	Birmingham
Inspection number	10239361
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	49
Number of children on roll	50
Name of registered person	Education Impact Academy Trust
Registered person unique reference number	2573493
Telephone number	0121 809 2555
Date of previous inspection	Not applicable

Information about this early years setting

Lime Tree Nursery registered in 2020. The nursery employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

SOPHIE Van Harten

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 manager 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 the children to learn.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager 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 carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed 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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