

# Inspection of Little Limes Day Care And Preschool

Trinity Hall, Molesey Road, Hersham, Walton On Thames, Surrey KT12 4RS

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Inspection date: 28 June 2022

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## **Overall effectiveness**

## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Requires improvement

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

### **The provision requires improvement**

There are high expectations for every child to move forward in their learning and development. Their care needs are met well and they are making progress, but this is not coordinated as well as possible with other agencies. Despite this, all children are happy and settled. They separate easily from their parents when staff meet them at the nursery entrance. They are familiar with the nursery routines and behave well.

Babies are very sociable and curious. They develop good communication skills. They often 'babble', and enjoy looking at books, listening to rhymes and banging drums during singing activities.

Older children listen attentively and are excited when activities interest them. For instance, they had fun as staff showed them a plastic snake during a guessing game called 'what's in the box?' Children enjoyed drawing and making marks, and confidently and proudly showing adults the pictures they had drawn of rainbows.

Children play energetically, particularly in the spacious and safe outdoor play area. They thoroughly enjoy taking part in group parachute games and learning to use a small slide safely and independently. They make discoveries and develop physical control. For instance, during the inspection, they poured water between different-sized containers and pulled themselves up onto large tractor tyres.

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

- Since the last inspection, most of the staff have left the nursery and the manager has recruited a new staff team. She is currently in the process of completing staff inductions. Some of the newly recruited staff have been working with the children for a very short time. There have been some improvements since the last inspection, but there are still some weaknesses in the quality of children's care and learning.
- The special educational needs coordinator works with parents, staff and speech therapists who visit the nursery to reduce gaps in children's language development. However, she does not strengthen the arrangements to support children with special educational needs and/or disabilities to ensure that any identified or emerging concerns in children's health or development are addressed as promptly as possible.
- All staff know their key children well, including their next steps for learning. They join in children's play and show them how to use the resources. However, staff knowledge and understanding of how to support children's next steps varies. There is not a consistent approach in the way the staff team challenge and extend all areas of children's learning to help them make the best possible

progress.

- The manager has worked with staff to make some improvements to the curriculum. For example, babies now have their own separate play area and all children have access to a wider range of resources, which they explore with enthusiasm. There is now a calm, well-organised learning environment. Children behave well and play cooperatively.
- Staff are positive role models and support children to develop the skills they need for the future. They communicate respectfully with children and successfully develop their vocabulary, independence and social skills. For example, they have helped children who were born during the COVID-19 pandemic to develop the confidence to interact and talk.
- Staff provide plenty of opportunity for children to choose and use activities that interest them. On the day of the inspection, they helped older children to plant sunflower seeds, water them and learn what they need to grow. However, during adult-initiated activities, children sometimes have to wait a long time for their turn and lose interest.
- The manager has used pupil premium funding effectively to meet children's individual needs. For instance, when children do not have access to a garden at home, she has provided additional resources that support their physical development outdoors.
- Staff form positive caring relationships with children. They respond to children's feelings, teach them to understand and manage their emotions and give them lots of reassurance.
- Children develop good independence and learn to do things for themselves. For instance, older children learn to put on their shoes and sun hats before playing outdoors. They carefully help themselves to drinks of water.

## Safeguarding

The arrangements for safeguarding are effective.

Ratios and staff qualification requirements are met. The manager, who is the designated safeguarding lead, has a good knowledge and understanding of her role and responsibilities. She is always available for staff to discuss any safeguarding concerns. The manager ensures that staff complete safeguarding training as part of their induction, including the 'Prevent' duty. Staff know what action to take if they are concerned about a child's welfare and safety. The manager ensures that staff who start working at the nursery without a Disclosure and Barring Service check are never left unsupervised with children.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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strengthen the arrangements to support children with special educational needs and/or disabilities to ensure that any gaps in their development are addressed as promptly as possible.	29/07/2022
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**To further improve the quality of the early years provision, the provider should:**

- coach and support all staff to develop their understanding of how to further challenge children's learning and development so they make the best possible progress
- improve the organisation of activities so that children do not lose interest through having to wait a long time for their turn.

## Setting details

<b>Unique reference number</b>	EY554521
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10202311
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	32
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	The Little Limes Day Nursery Ltd
<b>Registered person unique reference number</b>	RP554520
<b>Telephone number</b>	07789441647
<b>Date of previous inspection</b>	25 June 2021

## Information about this early years setting

Little Limes Day Care And Preschool registered in 2017. It is located in Hersham, Surrey. The setting opens each weekday, from 8am to 6pm, for 51 weeks of the year. There are currently six members of staff. Of these, two hold level 3 childcare qualifications. The setting receives funding to provide free early education to children aged two and three years.

## Information about this inspection

### Inspector

Cathy Greenwood

### Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The provider and the inspector completed a learning walk together.
- The inspector talked with children, parents and staff at appropriate times during the inspection.
- The provider and the inspector completed a joint observation.
- The inspector observed children taking part in activities, indoors and outdoors.

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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