

Inspection of The Lime Trees Netherfield

2 Ashwell Street, Netherfield, Nottingham, Nottinghamshire NG4 2FQ

Inspection date: 30 June 2022

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

What is it like to attend this early years setting?

The provision is outstanding

Children radiate happiness at this nurturing setting created by staff. Their secure bonds with all staff ensure they feel safe and reassured enough to freely explore the environment. They arrive eager to play, recognise their own pegs and respectfully place their coats and bags where they belong.

The exciting learning opportunities provided by staff capture children's attention and spark their imagination from the moment they arrive. Children follow the high expectations staff have for behaviour. Children listen intently as staff read a story about a dragon who breathes fire, joining in with phrases they know. Staff creatively incorporate exciting activities linked to the story into the session. Children wait patiently in a circle outside and happily take turns to help staff create real fire. Children develop their hand muscles as they persevere using a flint to create a spark and set cotton wool alight. They learn how to keep themselves safe and can explain the rules about fires, including walking round the outside of the circle. As the story continues, staff explain the dragon breathes snow. Children squeal in awe as staff blow 'snow' using a bottle with a sock dipped in washing up liquid over the end of it. Children are engrossed in the activity and cannot wait to try this new task for themselves. They demonstrate extensive concentration. Children develop close friendships with others. They make sure everyone has a bottle, so that they can join in and confidently explain to their friends how to blow the 'snow'. Children use the praise they hear from staff to congratulate their friends when they achieve something and show great pride in their own achievements.

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

- Staff identify and meet all aspects of children's needs throughout the day. They are clear and consistent, all focusing on how best to support the children to develop, including children with special educational needs and/or disabilities. Staff closely monitor children and help them with what they need to learn next. They work together with parents and carers to make sure all children thrive, make the most progress they are capable of and have experiences they may not get elsewhere.
- Leaders provide staff with a wide variety of training that gives them a thorough understanding of how children learn. Staff use this information to plan engaging experiences that support individual children to develop important skills and knowledge they need for the future. For example, staff use information from training about children moving to sounds to provide activities specifically supporting children's communication through physical activity. These activities encourage children to use their voices and develop their understanding of words.
- Staff interact with children extremely well and help them to develop their

imagination and confidence. For example, staff teach children to take their shoes and socks off independently as soon as familiar music for an activity starts. Children laugh infectiously as they pretend to be cars racing around. They make different beeping noises and spin around when staff say, 'roundabout'. Staff help children to think carefully about the word 'bridge'. They work together to navigate under the staff in a bridge shape and giggle as the 'bridge' starts to collapse.

- Staff embed good manners and respect into daily routines. They teach children to listen and explain to one another how they are feeling. This means that on the odd occasion that children do disagree about a toy, they can resolve the conflict without support. When it is time to go home, staff encourage children to get their own coats and bags on so they are ready to leave. Children hug each other, line up, and politely say, 'bye' to visitors.
- Staff support children to learn about healthy lifestyles. They provide fresh fruit and vegetables for families to freely take home. The 'book of the month' that staff read to children is about vegetables. Staff have used this theme in play throughout the setting. Children show what they learn about food while playing in the mud kitchen. They explain some food looks healthy because it is green. Staff encourage children to learn new words, including 'coriander', and pretend to cook new deserts, such as carrot cake.
- Leaders are passionate and committed to providing the best care and education for children in the local community. They reflect continuously, developing strategies to build upon the well-established staff team.
- Parents and carers are extremely positive about the setting and staff. They comment staff have helped them develop as parents and provide constant support for families. Staff include parents in all aspects of the children's learning and conduct home visits when children first start at pre-school and when they turn two years old.

Safeguarding

The arrangements for safeguarding are effective.

Close attention is given by all staff to the safety of children, including when visitors arrive at the setting. Risk assessments are thorough, and staff are vigilant when checking that the environment is a safe space for children to play. Staff know local safeguarding concerns and keep their knowledge and training up to date. Staff know the children extremely well and are aware of all the signs and symptoms that may indicate a child is at risk of harm. They monitor children closely and know when and where to report any concerns. The leadership team ensures the ongoing suitability of all staff, including those not working directly with children.

Setting details

Unique reference number	2567871
Local authority	Nottinghamshire County Council
Inspection number	10233518
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	16
Number of children on roll	21
Name of registered person	The Lime Trees Group CIC
Registered person unique reference number	RP532825
Telephone number	07766773723
Date of previous inspection	Not applicable

Information about this early years setting

The Lime Trees Netherfield, Netherfield, Nottingham, registered December 2019. The pre-school is open Monday to Friday 9am until 12 midday, and 12.45pm until 3.45pm during term time. The pre-school employs four members of childcare staff. Of these, three members of staff hold appropriate early years qualifications at level 3 and above. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

Information about this inspection

Inspector

Lora Teague

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in the evaluation of the setting.
- The manager and inspector conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.
- The manager and inspector observed and evaluated an activity.
- The inspector observed staff and children of all ages through the setting.
- The inspector held discussions with staff and leaders regularly during the inspection.
- Parents' and carers' views were taken into consideration.
- A sample of documents were reviewed, including paediatric first-aid certificates, suitability checks, and safeguarding policies and procedures.

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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