

Inspection of Lime Tree Nursery Athersley

Unit 1-2 Laithes Lane, Athersley, Barnsley, South Yorkshire S71 3AQ

Inspection date: 27 July 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

The setting is warm and inviting. Children begin their day welcoming one another as they sit down and enjoy their favourite songs. This helps to develop their vocabulary. As they sing, staff use hand signs and model language to children. Children explore freely. They learn to problem solve as they try with determination to free different items from blocks of ice using small-hand tools. Older children use trial and error as they mix powdered paint to make new colours. They use language, such as 'more' and 'less', as they experiment with different paint-to-water ratios. Children show good levels of independence. For instance, they set their own tables before lunchtime. Younger children who are still settling in are comforted by a familiar member of staff. Staff nurture children by giving them cuddles and reading them stories.

The children love to explore the outdoor area. They take it in turns to ride bicycles along a track. Children are keen to scoop mud into small-plant pots and enjoy sprinkling strawberry seeds into the top. They develop an awareness of what the seeds will need to grow as they collect water with a member of staff. Staff help to develop children's understanding of growth and change.

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

- The curriculum is well thought out and delivered to ensure that all children make good progress. Children have access to a varied range of resources that cover the seven areas of learning. Mathematical development is supported particularly well in the setting. Staff embed mathematics with activities that encourage counting, number and shape recognition. For instance, children count out the number of bowls they will need for their friends at snack time.
- Leaders are clear on what they want children to learn. This is reflected positively in staff teaching. Babies use their fingers to squeeze play dough, adding pipe cleaners to make 'spiders.' They hold up the finished product with pride. Toddlers develop their fine-motor skills as they use spray bottles to make marks with paint. Children who are preparing for school make their own play dough. They are able to take turns, working together until they have achieved the desired outcome. Sometimes, staff do not build on children's thinking skills and provide further challenge to help extend children's learning further.
- Children are supported in developing their independence skills. They chop their own vegetables during snack time. Before they do this, they are prompted to wash their own hands. This allows them to develop an understanding of good hygiene practice. As they chop pieces of cucumber, staff develop children's understanding of a healthy diet.
- Staff support children's physical development well. The large outdoor space offers opportunity for children to move freely and in a range of ways. Children

pedal on bikes, balance on stilts and dig in the mud. Throughout the setting, children are given lots of opportunities to develop their early writing skills.

- Children's behaviour is good. They understand what is expected of them in the setting, following rules and boundaries. Staff provide children with the opportunity to create their own golden rules. This allows children to develop an understanding of what is right and wrong.
- The setting fosters links with the wider community. They organise visits from the local police force and fire department. Children are given the opportunity to explore their local area, including places of worship. This expands children's understanding of the world.
- Leaders have a good understanding of what the setting does well and what it needs to do to improve. Managers observe and evaluate staff practice. This improves the quality of teaching. Children who receive additional funding are supported well. The setting works together with a range of professionals to ensure that all children make progress.
- Parents speak positively about the setting. They feel that their children are happy and safe. They speak of how both themselves and their child were supported as they settle into the nursery. The setting provides regular updates and shares information with parents through their online platform. However, some parents are not aware of who their child's key person is. This means staff sometimes miss opportunities to work in partnership with them.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is a high priority at the setting. Leaders ensure staff are suitable to work with children as they are recruited. Regular supervisions provide staff with the opportunity to raise any concerns they may have. Staff are confident in their safeguarding knowledge. They know the steps to take if they have a concern about a child or another member of staff. Staff talk to children about keeping themselves safe and provide them with the opportunity to manage their own risk as they use child-safe knives. Leaders keep accurate records of concerns. They deal with them quickly and efficiently. They liaise with other professionals when necessary to keep children safe.

What does the setting need to do to improve?

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

- enhance staff's already good teaching and offer opportunities to challenge children in order to extend their learning further
- strengthen the key-person system and parents' knowledge of this in order to engage and support them in guiding their children's learning at home.

Setting details

Unique reference number	2567924
Local authority	Barnsley
Inspection number	10225946
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	90
Number of children on roll	222
Name of registered person	Lime Tree Day Nursery (Rotherham) Ltd
Registered person unique reference number	RP536175
Telephone number	01709812020
Date of previous inspection	Not applicable

Information about this early years setting

Lime Tree Nursery registered in 2020 and is situated in Athersley, Barnsley. The nursery employs 28 members of staff. Of these, 23 hold a qualification at level 2 or above. Two of whom hold a level 6. The nursery opens from Monday to Friday. Sessions are from 8.00am until 6pm. The nursery offers a mixture of term-time only and all-year-round places. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Laura Kellett

Inspection activities

- The inspector discussed the impact of the pandemic with the provider and has taken that into account throughout the inspection.
- The inspector and the provider completed a learning walk together. They discussed the setting's curriculum and what they intended for children to learn.
- The inspector spoke to staff throughout the inspection, taking account of their views.
- The inspector spoke with the management team about their leadership practices, including viewing relevant documentation for staff suitability.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector carried out a joint observation of an activity with the deputy manager.
- The inspector observed the quality of education being provided and assessed the impact this has on children's learning and development.

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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