

Inspection of The Lemon Tree Day Nurseries Ltd

Lothian Way, Bransholme, Hull HU7 5DD

Inspection date: 4 November 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children's lives are wonderfully enriched by their experiences at this nursery. Staff know children exceptionally well. Children's best interests are placed at the very heart of everything. Children's talents and interests are celebrated brilliantly. This helps to raise children's self-esteem and develop their character. Children are very resilient and confident. They have extremely positive attitudes to learning. For example, when their towers fall over, they are not fazed and proudly exclaim 'I can build it again!'

Children are very happy and feel safe here. Babies are extremely well supported by nurturing staff. They are curious and show excitement as they explore the well-resourced areas. Children have a real thirst for learning. For example, they work together to solve problems as they build train tracks. Skilful staff extend learning at every opportunity. For instance, when children are curious to find out what is inside vegetables, staff provide child-safe knives so children can cut the vegetables open to explore further.

Children's behaviour is excellent. They receive lots of positive praise. They show high levels of respect and understand the clear boundaries that are in place. Staff use visual prompts to reinforce expectations for behaviour. Timers and musical instruments are used to prepare children for routine changes with clear instructions. This helps to create a harmonious environment where children thrive.

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

- Children with special educational needs and/or disabilities (SEND) make excellent progress. They are very well supported by knowledgeable staff and the exceptional special educational needs coordinator (SENCo). Children benefit from group activities which are planned for their exact stage of development. They laugh delightedly as they pop bubbles and staff tickle them with feathers.
- The curriculum is wonderfully planned and implemented consistently. Staff are incredibly clear about what they want children to learn. They assess children's learning very well to identify any gaps. They quickly close these gaps through high-quality teaching. As a result, children make superb progress, whatever their starting points.
- At every opportunity, staff support children's learning remarkably well. For example, they cleverly ask thought-provoking questions such as 'how can we...?' and 'what do you need to do next?'. They pause during interactions to value children's responses. This gives children the time and space they need to think clearly.
- Children's communication and language skills develop extremely well. They use and understand a range of complex vocabulary. For example, they use words

such as 'molars' and 'calcium' in conversation. Children display their love of reading as they hunt for characters in books using magnifying glasses and retell familiar stories using puppets.

- Children are taught how to keep themselves safe and healthy. Their oral health is wonderfully supported through supervised toothbrushing. Children learn about where food comes from and see raw vegetables before they are cooked. Community police officers visit the nursery to talk to children about how to stay safe. This also helps children to develop respect and appreciation for those people who help them.
- Children have varied opportunities for physical activity. They roll balls, tackle obstacle courses and enjoy the green space outdoors. Babies thrive outdoors in the fresh air as they explore autumn leaves. They toddle eagerly over ramps, displaying confidence to manage risks independently. They are curious and excitedly point out aeroplanes in the sky. Older children talk about the benefits of exercise and how it is important to stay hydrated.
- Children have lots of opportunities to carry out small tasks for themselves. For example, they use a knife and fork to eat their fish pie, which they self-serve at lunchtime, and clear away their own plates. This helps them to develop their independence skills.
- Parents are overwhelmingly positive about the nursery. They praise communication and the nursery app. Parents are well aware of what they can do to help children reach their goals because of the positive links they make with nursery staff. Parents attend events such as teddy bears' picnics and are provided with free first-aid training.
- The passionate and well-experienced management team shows admirable dedication to its role. Managers regularly evaluate the nursery and seek the views of staff, children and parents to make sharply focused improvements. This helps to continually raise quality. In addition, staff receive extremely purposeful development opportunities. For example, they have recently completed training to develop their knowledge and raise the quality of mathematics teaching further.
- Partnerships with wider professionals are exemplary. The nursery acts as a 'hub' to share practice with other settings. Staff work collaboratively with agencies that are involved in children's care. Furthermore, they have excellent links with the on-site children's centre and signpost parents to a range of courses and classes to extend children's life experience further.
- Staff report exceptionally high levels of well-being. They are incredibly passionate and keen to make a positive difference to children's lives. Newer staff receive coaching from the management team. Staff are supported to be the best they possibly can be. This means that they quickly flourish in their roles.

Safeguarding

The arrangements for safeguarding are effective.

All staff are well aware of the action to take should they have concerns about children's welfare. They have a strong knowledge of the signs and symptoms that

may indicate that a child is at risk of harm. Staff are encouraged to voice any concerns about children or adults. Leaders then take appropriate action in a timely manner. Staff complete regular training. They are quizzed about safeguarding at meetings. This helps to ensure they have an excellent knowledge. Staff follow all health and safety policies carefully to minimise risks and keep the premises safe and secure. The deployment of staff ensures children are well supervised during their time at nursery. This helps to keep them safe.

Setting details

Unique reference number	EY462436
Local authority	Kingston Upon Hull City Council
Inspection number	10229364
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	42
Number of children on roll	78
Name of registered person	The Lemon Tree Day Nurseries Ltd
Registered person unique reference number	RP532574
Telephone number	01482838908
Date of previous inspection	3 February 2017

Information about this early years setting

The Lemon Tree Day Nurseries Ltd registered in 2013. It is situated in Kingston upon Hull. The nursery employs 19 members of staff. Of these, 16 hold early years qualifications at level 3 or above, including the nursery director, who holds qualified teacher status. The nursery opens from Monday to Friday all year round, except for bank holidays and a week at Christmas. 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

Inspector

Jessica Copland

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 provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and managers about the leadership and management of the setting.
- The SENCo spoke to the inspector about how they support children with SEND.
- 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.
- Parents and carers shared their views on the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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