

Inspection of Lime Tree Cossington Road

231 Cossington Road, Sileby, LOUGHBOROUGH, Leicestershire LE12 7RR

Inspection date: 22 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy as they arrive eagerly at the nursery. They receive a warm welcome from staff and are confident and settled in their learning environment. Children explore a wide range of toys and activities, both indoors and outdoors, and are supported well by the staff. This helps younger, less-confident children to become self-assured individuals. For example, babies are closely supported to learn how to walk. They are encouraged to use appropriate furniture and equipment, to help them to practise these skills safely and confidently. Children who speak English as an additional language and those with special educational needs and/or disabilities are supported well by the staff team. Their individual learning needs are understood, and activities are tailored to support their progress.

Children listen attentively; they understand the daily routines and follow simple instructions from staff. For example, in the pre-school room, when staff shake the tambourine, children stop what they are doing and listen. Children behave well and demonstrate positive attitudes as they work together to actively help to clear up the room. Older children enjoy asking questions about the stories staff read to them. They build on what they have already learned as they create their own log-pile house outside and design their own house made from card. Children talk about what they have created, with staff and each other.

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

- The managers take the time to discuss and implement ways to further improve the quality of staff's teaching, to support children's learning. They support staff's continuous professional development, encouraging them to complete online training, for example. Staff say that they feel listened to and valued during regular supervision meetings carried out by the managers.
- Partnerships with parents and other professionals involved in children's care and learning are strong. This helps to ensure that the ongoing and changing needs of children are met. Staff exchange and share information with parents about children's care and learning needs. Parents comment that they are well informed about their children's learning and daily experiences at the nursery.
- Staff who work with pre-school children support their mathematical development well. Children learn to count and name the different colours of plastic teddy bears in the water tray. They enthusiastically scoop out the teddy bears from the water and correctly name the colours. They successfully count out loud as they say, 'one and two.'
- Managers have a clear vision of what it is they want the children to learn. Overall, the curriculum is planned appropriately to support children's ongoing learning. However, staff do not always implement what they have planned, to ensure children's learning needs are fully supported.

- Children show high levels of engagement and play well with their friends. They begin to use their communication skills as they talk to each other and engage with staff. Children develop an awareness of how they are feeling as they talk about the feelings and emotions of characters in familiar storybooks. For example, they know that the mouse in the story is 'sad.'
- Children develop secure relationships with their key person, and staff know their key children well. Babies' emotional needs are met well, as staff are kind and nurturing towards them. For example, staff recognise when babies are tired and sooth and settle them calmly to sleep.
- Overall, children's independence is supported well. For example, they are encouraged to help themselves to tissues to wipe their noses. Toddlers independently access their water cups. However, children are not always given enough time to try and complete tasks for themselves. For example, staff dress children in aprons and put their shoes on for them, rather than encouraging them to do this for themselves.
- Children's health is promoted well across the nursery. They are provided with healthy and well-balanced meals, which are freshly prepared and cooked on site by the nursery chef. Children benefit from being outside in the fresh air, where they ride on tricycles, play ball games and use low-level climbing equipment safely.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident and knowledgeable about implementing safeguarding policies and procedures. They understand how to protect children from radical views and extreme ideas. Staff know who to report their concerns to regarding a child's welfare. They complete regular child protection training, to keep their knowledge up to date. The managers follow safer recruitment procedures to ensure all those working with children are suitable to do so. Additionally, they regularly check staff's ongoing suitability. Risk assessments of the environment are completed thoroughly by staff, ensuring that children play in a safe and secure nursery.

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 understand how to implement activities more effectively, to help children learn as much as they can
- allow children more time to do things for themselves, to further support their independence skills.

Setting details

Unique reference number	EY496795
Local authority	Leicestershire
Inspection number	10236773
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	45
Number of children on roll	74
Name of registered person	KGAM Ltd
Registered person unique reference number	RP531028
Telephone number	07702794228
Date of previous inspection	16 February 2017

Information about this early years setting

Lime Tree Cossington Road registered in 2015 and is situated in Sileby, Leicestershire. The nursery employs 16 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, and two members of staff have a level 6 qualification. The nursery opens from Monday to Friday, all year round, except for bank holidays. 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

Alexandra Brouder

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 spoke to children and staff and observed their interactions with each other.
- 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 a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The provider ensured that the inspector had access to key documentation, including evidence of staff suitability.

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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