

# Inspection of Lime Tree Early Years Centre

1 Limesway, Maltby, Rotherham S66 8JF

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Inspection date: 31 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 and relaxed in this welcoming nursery, and many choose to spend extended time playing outside. They are encouraged to take appropriate risks. Children are confident learners who have a go. They develop strong bonds with the caring staff. Children and parents are greeted warmly by staff as they arrive at the nursery. Children separate happily from parents. Staff and parents share handover information on each child. Transitions between rooms in the nursery are individually arranged for each child, based on their stage of development. Children behave very well. Staff remind children to use their manners and to be kind to their friends.

Children demonstrate positive attitudes towards their learning, enjoy doing things for themselves and demonstrate a can-do attitude. They self-register, recognising their names and photographs, learn to dress themselves and hang their coats on their peg. Children skilfully use knives to cut their own fruit at snack time. Staff encourage children to be inquisitive learners. Consequently, children explore the environment and choose their own play with confidence. Staff watch children closely to find out what they know and can do. They plan exciting activities to follow children's interests and support the next phase in their development. Staff understand that it is important for children to learn about differences. They plan a variety of activities to support children's understanding of other cultures. For example, children learn about festivals, different people and communities.

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

- The leadership team and staff create a curriculum with a clear intent. Staff work together to create an environment where children feel safe to play. They want children to explore freely. Staff understand that this helps children to feel confident and happy. The leadership team is committed to developing practice. They provide all staff with good opportunities for supervision and training, and frequent emotional support for their well-being to raise their job satisfaction.
- Those children who receive additional funding, particularly those with special educational needs and/or disabilities, are well supported. Managers use funding creatively to meet children's individual needs. Staff are skilled in identifying children's additional needs early. They then work effectively with a range of professionals to ensure that children make the best possible progress. Staff complete ongoing assessments of children's achievements and the required progress check when children are aged between two and three years.
- Parents are positive about the setting and staff. They comment that staff take good care of their children, and on the caring and professional team. Parents receive detailed information about their children's progress. They have daily discussions with staff and have access to an online assessment system, which

they really appreciate. This helps to keep parents up to date with their children's learning.

- Staff support children to develop their speaking and listening skills. They talk to them throughout the day and encourage children to use new language. For example, at snack time, children learn to say 'milk' or 'water', as well as 'please' and 'thank you'. Staff sing to babies as they change their nappies. Children learn new words and understand what they mean. They can communicate with staff and their friends.
- Overall, staff promote children's language development. For example, they encourage younger children's language by using gestures to support understanding. Pre-school staff provide a sociable environment, where children can develop their conversational skills. However, occasionally in the toddler room, some staff do not challenge children's thinking. For example, staff do not consistently go on to ask more thought-provoking questions that help children to think more deeply.
- Overall, children learn about being healthy and are encouraged to do things for themselves. For example, children choose which snack to eat and healthy meals and snacks are provided throughout the day. Most children are encouraged to wash their hands before eating. However, on occasion, staff step in and do things for children without encouraging them to do things independently. Children are not always fully able to develop their independence skills.

## Safeguarding

The arrangements for safeguarding are effective.

All staff attend mandatory safeguarding training as part of their induction. They are very secure in their knowledge of where to go to seek advice and to make referrals if they were concerned about a child in their care. Staff have regular discussions during planning and team meetings to share information on specific safeguarding topics, such as female genital mutilation and the signs and symptoms of abuse. This helps to refresh their knowledge and keep up to date with current information. The building and outside area are safe and secure. Staff conduct regular risk assessments of the setting to ensure that children are kept safe.

## 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 build on children's ability to think more deeply
- strengthen opportunities for all children to develop their independence and self-care skills.

## Setting details

<b>Unique reference number</b>	EY536176
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	10280611
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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>	65
<b>Number of children on roll</b>	86
<b>Name of registered person</b>	Lime Tree Day Nursery (Rotherham) Ltd
<b>Registered person unique reference number</b>	RP536175
<b>Telephone number</b>	01709 812020
<b>Date of previous inspection</b>	30 August 2017

## Information about this early years setting

Lime Tree Nursery registered in 2016 and is located in Rotherham. The nursery employs 14 members of staff to work directly with the children. Of these, 12 staff hold childcare qualifications at level 3. The nursery opens Monday to Friday, all year round. 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

Rachael Barrett

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the leaders and has taken that into account in their evaluation of the setting.
- The inspector held discussions with senior leaders at appropriate times during the inspection and in a scheduled meeting.
- The inspector, the manager and senior leaders completed a learning walk together across all areas of the nursery to understand how the curriculum is organised.
- The inspector observed children's activities and staff teaching, inside and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector looked at relevant documentation, including evidence of staff's suitability to work with children.
- The inspector spoke to parents, staff and children during the inspection and took account of their views.

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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