

# Inspection of Lime Tree Day Nursery - Dussindale Park

Fitzmaurice Pavilion, Pound Lane, Thorpe St. Andrew, Norwich, Norfolk NR7 0UR

---

Inspection date:

26 September 2023

---

## **Overall effectiveness**

**Good**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Outstanding

## What is it like to attend this early years setting?

### The provision is good

Children arrive at the nursery and are warmly welcomed by caring staff. They find their coat peg and help to hang up their belongings. Children are keen to start their day and quickly become captivated in activities of their choosing. They become fascinated with mixing soil and water to make 'mud'. They smear it onto toy animals and tell staff, 'It feels sticky like a banana.' Younger children snuggle on cushions and spend time browsing through books. They find their favourite toy dinosaurs and make roaring noises as part of their play. Children spend time pressing play dough into cake cases. They show control when using moulding and cutting tools, telling staff, 'These are chocolate cookies.'

Staff create an atmosphere of 'awe and wonder'. They gradually reveal insects displayed in boxes and explain how they are set in 'resin'. Children show obvious excitement and eagerness to see inside each box. They learn how to use magnifying glasses to make closer observations. Staff give clear instructions of how to gently slide open each box. They extend children's vocabulary as they introduce insect names and features. Staff encourage children to express their opinions, asking them which insect they like the best. This helps children to feel valued.

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

- Staff plan a varied and stimulating curriculum for children. They make observations of children's progress to ensure gaps in learning are identified promptly. As a result, children make good progress. Staff are reflective and evaluate the activities they plan for children. This helps to identify where further improvements can be made to support future learning.
- Children have close relationships with staff. They give them hugs and snuggle on their laps. Children share their successes with staff. They put on their coats and tell staff, 'I can do my own zip.' Staff are respectful with younger children, asking their permission when changing nappies. Staff act on transition information they receive from parents to help new children settle in quickly.
- Children enjoy time playing outside. They initiate their own chasing games and demonstrate impressive climbing skills as they scramble up and down tyres and beams. Children show determination in using outdoor taps. They fill containers with water and pour it down guttering. Staff ensure that there are spaces where children can relax. Children snuggle in dens and sing songs.
- Children with special educational needs and/or disabilities are supported well. Referrals are made quickly and staff ratios are kept high to enable further support. Staff use sign language and visual timetables to help children to learn new words and to understand what comes next.
- Children know the routines and expectations of the nursery. They stand still when they hear staff bang 'gongs' and take part in tidying away toys. Staff are

positive role models. They teach children 'please' and 'thank you' songs and praise children for sitting at tables during mealtimes.

- Partnerships with parents are strong. Some parents travel out of their way to ensure their children attend the nursery. Parents say that the nursery provides 'the best start' and that their children love attending. They appreciate the detailed daily handovers they receive and the updates through online platforms.
- Staff benefit from a strong ethos of ambition and reflection. They take responsibility for their own training needs and undertake peer observations to improve their practice. Staff say the nursery is the 'best place' to work and they comment that they feel valued and listened to. The manager monitors staff's workload and boosts their well-being through initiatives such as 'employee of the half term'.
- The manager provides strong leadership. She is passionate about providing high-quality care and learning for children. Robust systems are used to supervise staff and ensure new staff are well prepared for their roles. The manager has recently undertaken considerable training and research to drive further improvement.
- Staff interact well with most children. They get down to their level and show an interest in what they are doing. However, this is not always consistent. Children who are less confident do not always benefit from the same prolonged interactions with staff.

## Safeguarding

The arrangements for safeguarding are effective.

Staff know how to identify signs and symptoms of abuse and neglect. They know where to find information to make their own referrals and whom to speak to if they have concerns regarding the welfare of children or the behaviour of an adult. Staff show an awareness of issues that may affect the children in their care, including safeguarding concerns such as female genital mutilation. They attend regular first-aid and safeguarding training to ensure their knowledge remains up to date with changes in legislation. The manager ensures that all staff have a working understanding of safeguarding, and she regularly uses questioning techniques to 'test' this.

## 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 engage with quieter children more frequently to enable them to get the most out of learning experiences.

## Setting details

<b>Unique reference number</b>	EY500333
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10300984
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	Lime Tree Day Nurseries Ltd
<b>Registered person unique reference number</b>	RP901170
<b>Telephone number</b>	07775670631
<b>Date of previous inspection</b>	8 January 2018

## Information about this early years setting

Lime Tree Day Nursery - Dussindale Park registered in 2016. The nursery employs 10 members of childcare staff. Of these, two hold an appropriate early years qualification at level 6 and six at level 3. The nursery is open 8am to 4pm, Monday to Friday, during term time. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Helen Oakden

## 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 provider and has taken this into account in their evaluation of the provider.
- The manager and the inspector had a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the interactions between staff and children.
- The inspector observed the quality of education being provided and assessed the impact this has on children's learning.
- The deputy manager and the inspector carried out a joint observation together.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector spoke to several parents during the inspection and took account of their opinions.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023