

Inspection of The Lime Trees at Abbey Road Primary School

Abbey Road Primary School, Tewkesbury Close, West Bridgford, Nottingham NG2 5ND

Inspection date:

22 January 2024

The quality and standards of early years provision

This inspection

Met

Previous inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children cheerfully arrive at the club. They are warmly welcomed by staff who record their attendance and ask about their day at school. Staff create an exciting environment for children to play and learn. They know the children well and set up activities to ignite their interests and curiosity. For instance, children have been learning about healthy lifestyles. Staff provide a variety of vegetables for children to explore and chop ready for eating. As children slice up vegetables to make salads and stews, staff encourage discussion about healthy food choices. They talk about where the vegetables come from and their nutritional value.

Staff want children to learn valuable life skills. They routinely provide children with 'mini medic' first-aid sessions to learn what to do in a medical emergency. At the start of the session, children are reminded about behavioural expectations. They sit and listen as the first-aid-trained member of staff introduces the aims of the session. Children take turns to share their understanding of first aid. They tell the group it is when you help people who struggle to breathe or have hurt themselves. Children learn who to call in an emergency. Staff ask questions to check their understanding. This helps children become more risk-aware and equips them with skills to keep themselves and others safe.

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

- Staff provide experiences to support children's creativity. For example, they introduce an artist of the month. Children learn facts about the artist and how they use colours and patterns in their designs. Children make their own creations using this method. They choose from an array of different craft materials to create their individual pieces of artwork. Staff celebrate the children's efforts and display them in the room. This gives children a sense of belonging at the club.
- Partnerships with parents are strong. They report how activities are set up for their children's interests and abilities. Parents comment that communication from the staff is excellent. They receive daily feedback and any messages from the school are shared. Parents state they are happy with the care their children receive and struggle to get them to go home.
- Children follow good hygiene procedures. They understand the importance of washing their hands before eating. Children self-select from a choice of nutritionally balanced foods, such as pitta breads, cheese, vegetable sticks and fruits. They are confident and independent. Children pour their drinks, help themselves to food, and wash the pots.
- Leaders strive for continuous improvement and invest in staff's professional development. They recognise their individual strengths, providing them with

bespoke training and support. Staff's well-being is given the utmost priority. Initiatives, such as staff recognition and reward events motivate staff and help them to feel valued.

- Children relish the time they spend outdoors in the school's playground. The clubs sports coach coordinates a game of football with the children. They race around, practising their ball skills, cheering when their teammate scores a goal. This physical activity helps children to improve balance, flexibility, and coordination. Staff also comment on the benefit's physical activity as on children's mental health and well-being.
- Staff understand the importance of children understanding of how to keep safe when using electronic devices. They carefully select and share stories that help children to be cautious when online and to educate them about accessing social media platforms safely.
- Children enjoy teaming up with their friends during activities. For instance, they build a racing track for cars. Children share ideas and use the resources around them to support the construction of the track. Children zoom the cars down and around the track. Staff congratulate children on their achievements and say they will take a photo. This builds on children's confidence and self-esteem.
- Staff liaise with the school that the children attend and provide experiences linked to their curriculum. They also consider the children interest to provide activities that not only support their learning but to also bring in an element of fun. Furthermore, staff share ideas with parents to extend their learning further at home. For example, staff create home learning packs, containing activity ideas to do at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2660472
Local authority	Nottinghamshire County Council
Inspection number	10325842
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	75
Number of children on roll	220
Name of registered person	The Lime Trees Group CIC
Registered person unique reference number	RP532825
Telephone number	07766773723
Date of previous inspection	Not applicable

Information about this early years setting

The Lime Trees at Abbey Road Primary School registered 2021. The club operates from Abbey Road Primary School in West Bridgford Nottingham. The setting employs seven members of childcare staff. The club opens Monday to Friday, term time only for breakfast and after school club from 7.30am until 8.50am and 3.30pm until 6pm. The provider also operates a holiday club that operates from 7.30 until 6pm.

Information about this inspection

Inspector
Kelly Langley

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 provision.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of documentation, including evidence of staff's 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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