

Inspection of Lime Tree Day Nursery (Thrybergh)

St Peters Church, Oldgate Lane, Rotherham, South Yorkshire S65 4JL

Inspection date: 18 March 2025

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children learn to be happy, independent and confident communicators in this nursery. For instance, staff support three- and-four-year-old children to build strongly on their language and problem-solving skills as they investigate and discuss their pictures and leaflets about the chicken eggs in their incubator. Children show an understanding of how the chicks will grow and develop and that they need warmth to do so.

Children make strong and consistent progress from their individual starting points in development during their time with the engaging and thoughtful staff. They are very well prepared for the next stage in their education and development, including starting school. Staff teach children to play together purposefully, to listen to each other and feel confident to express their thoughts and opinions. For example, two-year-old children plan together to make their large cardboard box tower 'even taller and stronger'.

Children are safe and secure. They rise to staff's high expectations for excellent manners and friendly, social behaviour. Children build their independence, such as through selecting and organising their own activities and tidying away after themselves. Parents and carers comment on the wide vocabulary, strong mathematical skills and love of learning their children acquire in the nursery.

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

- At the centre of children's learning is the rich development of their communication and language skills. The well-trained staff skilfully introduce children to a rich vocabulary built on their interests and increasingly wide knowledge of the world. They consistently help children to use their emerging language skills through carefully considered questions, such as 'I wonder how' or 'What do you think will happen?' Staff encourage children to ask each other questions as they play.
- Staff bring learning to life through developing children's love of books, rhymes and songs. They systematically build on children's knowledge and appreciation through the many opportunities to share, repeat and investigate well-chosen books of the week. By the time children are aged three and four years, they re-enact favourite stories with puppets and role play with a thorough understanding of the language used, the sequence of events and the emotions of the characters.
- The leadership team is highly ambitious to ensure that every child achieves their full potential before moving on to the next stage in their learning. Senior staff support their colleagues through sharply focused and extensive training to build all aspects of provision. They consistently enrich the well-planned curriculum

through, for example, regular visits to other nurseries and joint training events.

- Staff ensure that children with special educational needs and/or disabilities and other vulnerable learners receive robust and carefully targeted support. They work well with a wide range of other professionals, such as speech and language and inclusion specialists, to carefully plan and promote all aspects of children's learning. Leaders make good use of additional funding to, for example, develop staff's skills and develop learning opportunities.
- Staff help children to develop a deep understanding of number and early mathematical language. They support children to accurately match quantities of numbers to their counting to five, for example, as they use puppets and model animals to act out their large repertoire of counting songs. Children identify that if one animal has four legs then two animals have eight legs.
- Staff consistently extend children's awareness of their world through many imaginative experiences and through the careful selection of books and songs. Children build memorable experiences as, for instance, they visit older people to sing songs in a care home or learn about handling money on their many visits to shops to buy ingredients for their baking and snacks or the soap for their role-play car wash.
- Staff plan for and support children's independence and positive personal development, behaviour and attitudes. They are consistently mindful of children's immediate personal and emotional needs and use smiles and praise to reassure them and build relationships.
- Staff build strong working partnerships with parents, who positively recommend the nursery. Parents receive detailed and thorough information on their children's progress and useful guidance to build on this 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	2716040
Local authority	Rotherham
Inspection number	10380393
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	100
Number of children on roll	64
Name of registered person	Lime Tree Day Nursery (Rotherham) Ltd
Registered person unique reference number	RP536175
Telephone number	07938550270
Date of previous inspection	Not applicable

Information about this early years setting

Lime Tree Day Nursery (Thrybergh) is located in Rotherham and registered in 2022. The nursery operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and Christmas week. It employs 11 members of childcare staff. Seven staff hold appropriate early years qualifications at level 2 or above, including five staff at level 3 and one member of staff at level 6. The nursery provides the government funded places for childcare and receives funding for disadvantaged children.

Information about this inspection

Inspector

Andrew Clark

Inspection activities

- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector and the manager completed a joint observation of children's learning experiences and evaluated the activity together.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to children about their experiences as they played.
- The inspector spoke with the manager about the leadership and management of the nursery.
- The manager provided the inspector with relevant documentation, including evidence of the suitability of staff.
- The inspector spoke to several parents 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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