

# Inspection of Little Limes Day Care And Preschool

Trinity Hall, Molesey Road, Hersham, Walton On Thames, Surrey KT12 4RS

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Inspection date: 11 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

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

### **The provision is good**

Children have many opportunities to explore their local community. They go on regular trips to the library, park and shops. On the way, children learn road safety, waiting for the 'green man' before they walk across the road. They learn to follow simple instructions, such as holding hands as they walk.

Children love to play in the garden. They use the mud kitchen to make potions and create different environments for their dinosaurs. There are plenty of resources so that children can all play together. Children make their own wormery and eagerly add the compost and leaves before digging for worms. However, on occasion, staff provide less opportunities for children to solve mathematical problems during planned activities.

Staff have high expectations of children, who behave well and are motivated to learn. Children speak about their emotions and learn to be kind and caring to each other. Children are provided with some opportunities to become more independent, although this is less so during mealtimes.

Children learn good hygiene skills. They know they must wash their hands before they eat and explain 'it is to take away the germs' so they do not get sick. Children enjoy making muffins for their tea and learn the names of the ingredients before spooning them into the baking cases.

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

- Leaders and managers have successfully targeted the areas for improvement identified at their last inspection and reviewed some of the policies and procedures in place. The provider considers staff's well-being as a priority. She regularly checks in with them and assesses their continued suitability during supervision meetings.
- Staff mentoring has improved. Workshops help them to focus on specific areas of practice. Parents have been invited so that information is shared to provide consistency for children's learning. For example, a focus on school readiness identifies the skills children need to be ready for the next stage of their learning.
- Staff focus on making secure attachments with the babies in their care and promoting their language and physical skills. They help toddlers to manage their emotions, develop a sense of themselves and enhance their communication skills. Staff ensure that children moving on to school have the key skills required to make the transition successful.
- Staff develop children's communication and language skills well. They speak clearly, sing familiar songs and encourage them to have a love of books. Staff take children on regular trips to the local library to enable them to explore the

wide range of books. Children learn how to check out their chosen book to take home and share with their parents.

- Children with special educational needs and/or disabilities are well supported by staff. For example, professionals are contacted immediately when there are any gaps in children's development. This helps staff to get advice and guidance promptly. Staff target the areas they need to work on with individual children to help them make good progress in their learning.
- Staff carry out regular checks on children who speak English as an additional language (EAL). They ask parents to complete assessments in their home language to check that children are on track to meet their milestones. Staff support children who speak EAL by learning keywords in children's home language. This helps them to communicate more effectively.
- Parents are happy with the care and education provided. They have developed trusting relationships with the staff and can see an improvement in the provision since the last inspection. Staff now share more detailed information with parents. For example, newsletters contain details of what children do at nursery, including how parents can support their child's learning at home.
- Staff work with parents to ensure that the individual needs of all children are met. For example, they receive training to support children who have specific needs and monitor them closely to ensure their safety and well-being.
- Staff promote children's awareness of a wide range of cultures. For example, children celebrated the King's Coronation with 'afternoon tea' and made crowns to wear.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a secure knowledge and understanding of how to identify when a child may be at risk of harm and how to make a referral to other agencies, if required. Staff work with parents to provide support and advice about different issues when needed. The provider follows safer recruitment procedures to ensure that all those working with children are suitable to do so. Staff supervise children well. During outings, they complete regular headcounts and ensure that children cross the road safely. There are good levels of security to enable staff to monitor who has access to the premises.

## **What does the setting need to do to improve?**

**To further improve the quality of the early years provision, the provider should:**

- extend the support provided by staff to help children learn and practise their mathematical skills during planned activities
- provide more opportunities for children to develop their independence skills during mealtimes.

## Setting details

<b>Unique reference number</b>	EY554521
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10248213
<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>	0 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	The Little Limes Day Nursery Ltd
<b>Registered person unique reference number</b>	RP554520
<b>Telephone number</b>	07789441647
<b>Date of previous inspection</b>	28 June 2022

## Information about this early years setting

Little Limes Day Care And Preschool registered in 2017. It is located in Hersham, Surrey. The setting opens each weekday, from 8am to 6pm, for 51 weeks of the year. There are currently four members of staff. Of these, three hold level 3 childcare qualifications, and one has early years teacher status. The setting receives funding to provide free early education to children aged three and four years.

## Information about this inspection

**Inspector**  
Maria Conroy

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The provider completed a learning walk with the inspector in all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- 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 planned activity in the outdoor area with the provider.
- The inspector spoke to several parents during the inspection and took account of their views.
- Relevant documentation was reviewed to provide evidence of the suitability of staff working in the nursery.
- The inspector accompanied the staff and children on a local outing to assess the risk assessments completed.

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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