

Inspection of The Lime Trees at Standstead Nursery and Primary School

Standstead Primary School, Standstead Avenue, Nottingham NG5 5BL

Inspection date:

30 January 2025

**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

From the moment children arrive, they benefit from the warm and friendly staff team. Staff welcome children in and ask how their day at school has been. As children independently place their belongings away safely, staff help children to remember the routine. They remind children to have snack first, before they engage with the range of activities on offer.

Children enjoy working together with friends. Staff provide resources that spark children's imaginations and encourage them to engage with one another. Children gravitate to these items and begin creating a narrative in their play. For example, older children help each other piece together magnetic shapes, to make a time machine. Staff prompt the conversations children have. This helps children to elaborate on the stories they come up with and add extra parts to their creations.

Children are kind and caring. When their friends fall over, children hold out their hand to help them to get up and give them a hug. This reflects the caring relationships that staff build with children. Staff show their care. Children eagerly bring their paintings and drawings to staff, who ask them to tell them about what they have created. Staff offer high levels of praise and enthusiasm. This supports children to feel a sense of achievement and pride.

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

- Staff get to know children well. They gather information from parents when children start. Staff use children's interests to provide a range of activities. They value children's views and suggestions. If children lack interest in the activities on offer, staff encourage them to come up with other ideas and help them choose from other resources. This helps all children to engage for long periods of time and have fun.
- Staff provide opportunities for children to gain skills towards independence. For example, for snack, they place out plates of chopped fruit and vegetables for children to use spoons to serve themselves. Staff support younger children when needed. Staff remind children to wash their hands before they eat, which contributes to children's understanding of good hygiene practices. Some children manage this independently, while others receive support and guidance from staff.
- Staff are tuned into children's play. Especially with younger children, staff skilfully respond and extend what children do. For example, staff introduce children to grouping as they play with cars and trains. They line cars up next to the same colour. Children notice this and comment there are four orange and two red. Additionally, staff comment on where the cars are positioned, for

example if it is in front or behind the train. This supports children to gain an understanding of prepositions. Children practise this and move the vehicles around, to hear staff say where they are.

- Staff support children's emotions effectively. They know each child well and quickly notice when children's emotions change. When younger children get frustrated as their building falls down, staff take a calm approach. They reassure children that it is okay, and they can help them to re-build what they were making. Children respond positively, calm down and persist to put pieces together to make a building.
- Children comment on their favourite activities at the club. They say they love playing with the dolls, pretending to have babies. They like the experiences outside with their friends. In addition, children enjoy the craft activities, particularly modelling clay and dough.
- Staff support children to gain physical skills. Outside, staff model how to throw balls through hoops. Staff explain to children that if they bend their knees and throw the ball from between their legs, it will generate more power, to get the ball higher. Children follow instructions and eagerly persist. Due to the constant enthusiasm from staff, children succeed and get the ball through the hoop for the first time.
- Staff are committed to creating and maintaining positive relationships with the school. They understand and recognise when they need to share more information to support children and their families. Staff talk to children's teachers to establish strategies to meet children's individual needs, including where children have an emerging need, or special educational needs and/or disabilities. Staff replicate these strategies within the club, to enable a consistent and collaborative approach for all children to understand what is expected. Parents also recognise the support staff give and comment how beneficial this is for their children.

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	2699874
Local authority	Nottingham
Inspection number	10367799
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	30
Number of children on roll	119
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 Standstead Nursery and Primary School registered in 2022 and operates from Stanstead Primary School, Nottingham. The club offers before- and after-school sessions, Monday to Friday, term time only. Sessions are 7.30am to 8.45am before school and 3.15pm to 6pm after school. The club employs three members of childcare staff. Of whom two hold appropriate level 3 early years qualifications.

Information about this inspection

Inspector
Alice Anders

Inspection activities

- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children communicated with the inspector during the inspection.
- The inspector observed interactions between staff and children.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2025