

Inspection of The Lime Trees at Hunters Bar Infant School

Hunters Bar Infant School, Sharrow Vale Road, SHEFFIELD S11 8ZG

Inspection date:

16 October 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 arrive at the after-school club happily and full of enthusiasm. They quickly settle into the familiar routines. Children confidently remind each other about the meaningful rules for playing safely, as they sit together at the start of the session. Staff use clear strategies, such as clapping rhythms, to gain children's attention. Children listen carefully to adults and each other. They show that they feel secure and understand the staff's high expectations of their behaviour.

Staff plan and create a stimulating play environment for children to make their own choices. Children have fun as they excitedly engage with a wide variety of age-appropriate activities. One example of this is when they delight in making superhero masks in response to the 'Book of the Month' story. Staff listen to children's preferences. They make sure that children who request this can continue to access the materials they need for their current favourite craft activity.

Children approach staff for reassurance and comfort, when needed. For example, when they need a quiet rest they cuddle up to staff to share a book. Children know they can ask adults when they need support with practising their skills, such as making flower collages in response to the 'Artist of the Month' painting.

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

- Dedicated and committed leaders are very supportive of staff well-being and professional development. They skilfully ensure that staff are fully prepared for their roles from the start. They provide comprehensive ongoing supervision and training.
- The strong leadership team reflect regularly and thoroughly on the quality of provision. They identify strengths and any areas for development and take action as needed. They listen to the views of parents, children and staff and take these into account when making any changes.
- Leaders provide clear and appropriate guidelines for planning within the club. They encourage managers to tailor these plans to meet the needs of individual children. This helps to ensure good experiences for all children, including those with special educational needs and/or disabilities.
- Staff interactions with children are consistently good. They work well together as a team. They hold lively conversations with children and give positive feedback and encouragement during their play. Staff encourage children to 'have a go'. They frequently praise children's efforts and celebrate their achievements with them.
- There is a very effective exchange of information with the host school from the start. This helps to ensure that children settle well. Staff get to know children

and their needs. Children show a sense of belonging at the club.

- Staff establish positive relationships with parents. They gather information about children's needs and interests when they begin attending. Parents say that they are happy with the care given to their children. They feel well informed, for example, through verbal feedback, online information and newsletters.
- Staff provide support for children to form friendships with each other, especially those that are quieter or less confident. They identify children who are new to the club and help them to join in with play. This helps children to feel safe and to get to know each other.
- Children behave very well and are kind, helpful and respectful. They show that they understand the boundaries agreed with staff. One example of these is showing respect to others. Children are keen to support their friends. For instance, when they play a game of skittles outdoors, they cheer them on. Children are polite, saying please and thank you.
- Staff prioritise exercise and fresh air for all children. For instance, children practise their throwing skills in a large open space. This daily routine of outdoor play helps to support children's understanding of the importance of being active and healthy.
- Children develop their independence as they serve their snacks, pour water to drink and wash up the plates after eating. They follow good hygiene procedures, such as washing their hands before eating. Children learn about making healthy food choices, including from a wide range of available fruits and vegetables at snack time.

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	2702366
Local authority	Sheffield
Inspection number	10367802
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 8
Total number of places	41
Number of children on roll	183
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 Hunters Bar Infant School registered in 2022 and is located in Sheffield. The after-school club is open term time only, Monday to Friday, from 3.20pm to 6pm. The club employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3.

Information about this inspection

Inspector

Cathryn Clarricoates

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector spoke to children, to find out about their time at the club.
- Staff spoke to the inspector during the inspection.
- The nominated individual and managers spoke to the inspector about the leadership and management of the club.
- The inspector observed the interactions between staff and children.

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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