

Inspection of Lime Tree Cossington Rd Ltd

231 Cossington Road, Sileby, Loughborough LE12 7RR

Inspection date: 3 September 2025

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

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in this setting. They benefit from a positive relationship with all staff. Staff provide tailored support to meet children's learning needs. Children's transitions between rooms are thoughtfully managed by staff, who promote children's feelings of emotional safety at these times. Staff provide a nurturing environment, where children feel valued and secure. Children's personal, social and emotional development is prioritised in all aspects of practice. When children become upset, staff are quick to respond, offering comfort and reassurance.

Children benefit from a skilfully planned curriculum that is designed to promote independence. For example, staff provide drink stations so that children can help themselves to water, and, for during activities, they set up paint dispensers for children to use independently. This demonstrates staff's commitment to helping children develop practical skills and confidence.

The provision for children with special educational needs and/or disabilities (SEND) is strong. Children with SEND are supported very well through inclusive, tailored strategies that meet their individual needs. All staff are aware of children's medical and dietary requirements. Healthcare plans are used effectively to ensure that children receive the support and care they require.

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

- Staff provide children with a wide range of activities to support physical development across all age groups. For example, younger children are encouraged to throw and kick a ball, which aids development of their large muscle skills. Staff provide them with dough so that they can practise using their hands and fingers to prod, pull, squeeze and squash. Older children confidently use their whole bodies to navigate obstacle courses set up in the garden. They practise balancing, climbing and jumping. Staff teach them how to do this safely.
- Staff skilfully support children's independence by encouraging choices during play and daily routines. They ask children to choose which songs to sing during circle time and support them to prepare their own snacks and serve their own meals.
- Leaders have made adaptations to the environment so all children can easily take part in daily routines. For example, bathroom sinks are fitted at different heights, allowing children to wash their hands independently, and a ramp has been fitted to promote accessibility for all children.
- Staff provide good quality, inclusive practice that supports children's learning and progress. This is aided by effective regular training and monitoring of staff's practice provided by leaders. Staff say this helps them reflect on how they meet

the needs of children and that it helps enhance their knowledge and skills.

- Leaders have established effective ways of assessing children's development across the setting. This assists staff to identify what children know and can do, and what learning to provide next. This helps make sure all children make good progress.
- Partnerships with parents are strong. Staff keep parents involved in their children's achievements through daily updates. They also offer parents guidance to further support their children's development at home. Parents share a positive view of the setting. They acknowledge and praise staff for their efforts.
- Staff are positive role models. They maintain a calm attitude and model patience and problem-solving skills. For example, they encourage children to consider if they are spreading too much butter on their crackers during snack time. They support children to resolve minor disputes with minimum adult intervention. This helps children to build positive relationships with others and develop effective decision-making skills.
- Staff use a wide range of vocabulary and introduce new words when interacting with children. For example, staff use words such as 'pull', 'stretch', and 'flatten' when explaining how children can make pretend pizzas. Staff encourage children to imagine different pizza toppings, such as pepperoni. However, some staff do not always allow sufficient time for children to respond. When this happens, children do not have the chance to practise the skills needed to engage in conversation.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- enhance the quality of staff's interactions to support children's communication and language development by promoting conversation skills.

Setting details

Unique reference number	2747619
Local authority	Leicestershire
Inspection number	10412964
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	45
Number of children on roll	71
Name of registered person	Lime Tree Cossington Rd Ltd
Registered person unique reference number	2747618
Telephone number	01509812300
Date of previous inspection	Not applicable

Information about this early years setting

Lime Tree Cossington Road registered in August 2023 and is situated in Sileby, Loughborough. The nursery employs 20 members of childcare staff. Of these, two staff members hold a level 6 qualification, one has a level 4 qualification, 10 have a level 3 qualification, one has a level 2 qualification and six are unqualified. The setting operates all year around and is open from Monday to Friday, 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Sunbul Munir

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises with leaders.
- The managers and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with leaders about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the children's learning, including for children with SEND.
- The inspector observed the interactions between staff and the children.
- The inspector and the managers carried out two joint observations.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector relevant documentation to demonstrate the suitability of staff.

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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