

The Learning Tree

Chilton School, Ramsgate CT11 0LQ



Inspection date	7 June 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children are eager to investigate and explore in the nurturing and welcoming environment. Staff make good use of activities such as role play to help support children to acquire new skills. For instance, children eagerly put on an assortment of different dressing-up clothes as they engage in imaginative play.
- Staff help to support children to develop their communication and language skills. For example, they sing action songs with them to introduce new vocabulary and reinforce actions with words.
- Staff work well together as part of a team. The manager deploys them effectively to ensure they closely supervise children at all times to maintain children's safety.
- Staff are positive role models and understand the importance of having a consistent behaviour management approach to supporting children. For instance, staff have clear rules and boundaries in place, such as not running inside and having 'kind' hands. Children's behaviour is good.
- Staff celebrate children's achievements. For instance, they have special display units where they show off the models the children have made. This helps to develop children's self-esteem and pride in their work.
- At times, staff miss opportunities to challenge and extend children's learning to the highest levels and build on their thinking skills.
- Staff do not always provide children with a wide range of resources to support them to practise their early writing skills.

What the setting needs to do to improve further

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

- continue to support all staff to improve their skills and knowledge, to ensure that teaching is of the highest standard
- broaden the range of opportunities children have to explore making marks.

Inspection activities

- The inspector spoke to parents to gain their views on the service they receive.
- The inspector carried out a joint observation with the manager and asked him to feed back on the practice observed.
- The inspector observed the interaction between staff and children indoors and outdoors and spoke to them at appropriate times during the day.
- The inspector sampled a range of documentation, including policies and procedures, and children's development folders.
- The inspector talked to the provider and manager about how they evaluate the nursery and discussed their action plans.

Inspector
Sara Garrity

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have received child protection training and are fully aware of the procedures to follow to keep children safe. The provider works closely with the manager to evaluate the setting and helps to monitor staff practice, to help identify any training needs. For instance, staff have recently attended training on how to support children develop their language skills. The manager tracks the progress of children to help ensure any gaps in learning are quickly identified and appropriate action is taken. Staff have close links with other early years professionals to help to provide continuity of learning. They have formed positive partnerships with parents. For instance, they regularly update parents on their children's progress and provide a small library of books for the children to help support learning at home.

Quality of teaching, learning and assessment is good

Staff effectively use observations and assessments to help them to identify each child's next steps in learning. They plan a variety of experiences that challenge and motivate them to learn. For example, older children experiment by adding water to sand to see which consistency of sand makes the best sandcastles. The staff offer the children a range of natural and recycled resources to use. For instance, they make meals in the home corner with real fruit and vegetables. They also grow herbs and vegetables in cut-down milk cartons in the garden to learn about the world around them. Children are curious and eagerly extend activities, such as adding glitter to the play dough to make sparkly cakes to share with their friends.

Personal development, behaviour and welfare are good

Children are confident and have formed warm and trusting relationships with the staff. Staff know the children well and are responsive to their individual needs. Staff are skilled at helping to support children as they learn to share. For instance, they encourage children to take turns as they pour the water down the funnel and predict which tube the water will come out of. Staff teach children about how to have a healthy diet. For example, they offer nutritious snacks and meet any specific dietary requirements. They provide children with a variety of opportunities to exercise and develop their physical skills. For instance, the children explore the wooded area and learn to take managed risks as they climb and play on the tyre swings. Staff make effective use of visual signs to help support children to learn about daily routines. This helps children understand what is happening throughout the day.

Outcomes for children are good

Children make good progress from their starting points. They are enthusiastic to join in and learn the skills needed for their future. Younger children persevere to find which way the puzzles pieces fit together. Older children enjoy problem-solving as they work out how to carry a large container of water across the garden so that they can make mud pies. The children learn to respect and value the differences between themselves and others. They enjoy listening to stories and talking about the pictures in the story books. They are prepared for the next stage in their education and eventual move to school.

Setting details

Unique reference number	EY545910
Local authority	Kent
Inspection number	10099900
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	15
Name of registered person	Hartridge, Lisa Jayne
Registered person unique reference number	RP512940
Date of previous inspection	Not applicable
Telephone number	01843852700

The learning tree nursery registered in 2017 and is one of two settings owned by the provider. It operates from a mobile building adjoining Chilton primary school, Ramsgate, Kent. The nursery is open from Monday to Friday from 8.30am to 5pm for most of the year. The provider is registered to provide free early education for children aged two, three and four years. The provider employs three members of staff, all of whom hold a relevant childcare qualification at level 3.

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