

Inspection of The Learning Tree Nursery School

The Parish Rooms, High Street, Staplehurst, TONBRIDGE, Kent TN12 0AZ

Inspection date: 18 May 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are very happy and content. They are very aware of their environment. They know where they can play and what they can play with. Children approach staff for support, to request further activities and to ask for help in their play. They interact well with the kind, caring staff, who show a passion towards the ongoing development of children.

Children develop kind friendships with their peers and close bonds with the staff. They show a clear understanding of right and wrong. Children have the confidence to inform staff when they see inappropriate behaviour from others. They observe positive role models from staff who work cohesively as a team, giving support to each other.

Children confidently learn new skills through staff's explanations and demonstrations. For example, young children learn to use scissors while sitting observing staff and listening to instructions. Children develop good dexterity skills by making simple snips and then purposeful cuts in the paper. They gradually increase their confidence and show great pride in themselves.

Children with special educational needs and/or disabilities (SEND) receive very good levels of support towards their care and ongoing development. Staff positively implement individual plans to support their learning. Children's achievements, however small, are celebrated by everyone. Children's targets are successfully shared with all staff. Children show determination to meet these through all aspects of play. Staff successfully work alongside other professionals and the children's parents to provide a consistent approach to their care and learning.

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

- Children are making good progress in all areas of learning. They flourish in a friendly child-led play environment, making choices for themselves in their play. Staff ensure that all activities and play are stimulating and interesting to engage children in their focus and concentration. However, some learning opportunities are not as effective as others. During snack time, staff do not always engage children effectively in conversation or social interaction. This does not fully support their identified language development needs or their social skills during this time.
- Parents make very positive comments about the quality of care that their children receive in the setting. They have a positive sense of trust and reassurance that children's needs are thoroughly met. Parents feel supported and communicated with to promote children's learning at home. They confidently share children's achievements at home through clear information-

sharing systems.

- Staff know the children very well and work closely together to share information about their ongoing learning. They concentrate on children's particular needs well and spend quality time engaging children in focused activities on a one-to-one basis. However, some children who engage happily in their own play alongside their peers or on their own, are not always interacted with or their learning challenged in the same way as other children.
- Children develop good communication and language skills. Staff identify some children with delayed speech and language and provide positive support systems to give them the confidence to communicate their needs. For, example, they use simple signing and pictures to help children express themselves. Some children use complex language to describe their play. For example, they describe their paintings and what animals do in their natural habitat.
- Children explore natural materials and the space available to them. They confidently transport the water to the sand, watching the effects it makes as it is poured in. They describe the changing colour and the texture. Children develop positive physical skills, using large movements on bikes and ride-on-toys. They develop their fine motor skills through scooping, digging, mixing, spooning and using tongs, which develops the muscles they need for more complex tasks.
- Children develop a good understanding of healthy lifestyles. They confidently use the toilet and wash their hands after messy play, before eating and after toileting. They talk about healthy food through role play. For example, children confidently describe their favourite fruits and vegetables as 'healthy'. They tell staff when they need drinks and mainly help themselves, with good levels of support from staff to develop their self-help skills.
- Staff have a positive attitude towards their professional development and practice. They are eager to learn more and adapt the routines and play for children to support their learning further. They gain information and share this throughout the team to provide a consistent approach to children's learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a thorough knowledge and understanding of the procedures to follow if they have a concern about the safety of a child. They attend regular training and confidently share information to enable them to promote children's ongoing welfare. Children play in a safe and secure environment. Staff carry out effective risk assessments. They pay particular attention to the security of the premises, especially as they are next to a busy main road. Children show an increasing awareness of their safety. For example, they ask for bikes to be moved from the bike run so that they safely speed up and down using this route.

What does the setting need to do to improve?

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

- provide all children with consistent challenges and extension to their learning, especially those who play happily and independently
- evaluate and review the effectiveness of some aspects of the setting's routine to provide children with the same positive social interactions and rich language as in their free play.

Setting details

Unique reference number	127693
Local authority	Kent
Inspection number	10228234
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	23
Name of registered person	Reiss, Anna Mary
Registered person unique reference number	RP512449
Telephone number	07754 948230
Date of previous inspection	11 November 2016

Information about this early years setting

The Learning Tree Nursery School registered in 2000 and is in Staplehurst, Kent. It is open from 9am to midday on Monday, Thursday and Friday and from 9am to 3pm on Tuesday and Wednesday. There are six members of staff, all of whom hold appropriate early qualifications to at least level 3. The nursery receives funding to provide free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Claire Parnell

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The registered person and the inspector carried out a joint observation during snack time.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- The inspector spoke to several 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.

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