

# Inspection of The Learning Tree - Sissinghurst

The Learning Tree Nursery, Common Road, Sissinghurst, CRANBROOK, Kent TN17  
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Inspection date: 23 November 2022

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|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|---|------|
| Overall effectiveness at previous<br>inspection | Good |
|---|------|

## **What is it like to attend this early years setting?**

### **The provision is good**

Children enjoy learning in the safe, secure and stimulating environment. They choose from a range of outdoor activities, such as using the climbing frame and riding tricycles, which develops their physical skills. Additionally, they learn about nature, for example when they collect leaves as they walk in the local school grounds. Furthermore, they learn to respect other living creatures when they visit the animals living on the school site.

Children successfully develop their problem-solving skills and concentration. For example, they work well together for a long time to build a wall using foam bricks. Furthermore, they demonstrate their determination and resilience as they rebuild the wall several times when the wind blows it down. Children have many opportunities to develop their imagination. For example, they make ice creams with play dough and pretend to navigate through mud as they go 'on a bear hunt'.

Children are learning how to successfully manage their feelings and emotions. They understand the consistent messages from staff about the high expectations of behaviour, such as using 'kind hands'. Children are beginning to understand about how their behaviour makes others feel.

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

- Staff support children's communication and language development well. They use a range of ways to promote children's listening skills and concentration. For example, staff use glove puppets to teach children about professionals in the community, such as a firefighter and police officer. However, staff do not always provide effective ways for children who speak English as an additional language to express their ideas and communicate their needs.
- Parent partnerships are strong. Parents comment that they feel fully informed of their child's progress. Furthermore, they enjoy using the online journal which informs them of what their child has been doing during their time at nursery. However, staff do not yet routinely share ideas with parents to help extend children's learning at home.
- Staff are good role models for children and use effective ways to support children to develop their social skills. For example, they use sand timers to help children learn how to take turns. This prepares them well for their next stage, such as moving to school. Additionally, children behave well and demonstrate good manners.
- Staff know their key children and families well. Staff build strong attachments with children, which helps them to feel safe and secure. Furthermore, staff give children lots of praise and encouragement, which successfully promotes their emotional well-being and self-esteem.

- Children have a good understanding of how to keep themselves healthy. This is seen when they comment that the fruit at snack time is 'healthy'. Older children know to wash their hands after using the toilet and before meals. Staff support younger children to do this. Children learn ways to keep themselves safe, such as practising what to do in the event of a fire.
- Staff work well together as a team. They are encouraged to complete training, which they share with their colleagues, to help ensure teaching is of high quality. The owner and manager support staff well. For example, there is an effective programme of supervisions to monitor staff performance and well-being.
- The manager evaluates the quality of service she provides regularly. She seeks feedback from staff, children and parents to help identify any areas for improvement. For example, during the COVID-19 pandemic, parents did not come into the setting. Following a recent consultation, some parents now help to settle their children at the start of the session if they wish.
- Staff use observation and assessment well. They use the information gained to effectively plan accurate next steps in children's learning. Furthermore, staff swiftly identify emerging gaps in children's learning and development. They work closely with other agencies to get children the extra help they need to make continued progress.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good understanding of the signs of abuse and neglect. They understand the processes to follow if they have concerns about children's welfare. The owner and manager know what to do in the event of an allegation being made against a staff member. The owner and manager implement robust recruitment and suitability checks to help ensure all adults are safe to work with children. Children learn how to keep themselves safe. For example, they practise how to evacuate the building in the event of an emergency. Staff provide a safe and secure environment for children.

## **What does the setting need to do to improve?**

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

- build on strategies to support children who speak English as an additional language to express their choices and communicate their needs
- develop ways to share ideas with parents to further extend children's learning at home.

## Setting details

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|--|---|
| <b>Unique reference number</b>                     | EY424358  |
| <b>Local authority</b>                             | Kent  |
| <b>Inspection number</b>                           | 10235527  |
| <b>Type of provision</b>                           | Childcare on non-domestic premises                  |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                               | Sessional day care                                  |
| <b>Age range of children at time of inspection</b> | 2 to 4  |
| <b>Total number of places</b>                      | 26  |
| <b>Number of children on roll</b>                  | 27  |
| <b>Name of registered person</b>                   | Reiss, Anna Mary                                    |
| <b>Registered person unique reference number</b>   | RP512449  |
| <b>Telephone number</b>                            | 01580 712214  |
| <b>Date of previous inspection</b>                 | 15 March 2017                                       |

## Information about this early years setting

The Learning Tree - Sissinghurst registered in 2011. It is located in the grounds of Sissinghurst Church of England Primary School, Kent. It is open Monday to Thursday from 9am to 3pm, and 9am to midday on Friday, during school term times only. There are five members of staff, including the nursery owner, of whom four hold appropriate early years qualifications. The nursery receives funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Michaela Borland

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector held discussions with staff, children and parents throughout the visit and took their views into account.
- The inspector sampled a range of documents, including recruitment and vetting checks, to ensure adults are suitable to work with children.
- The inspector spoke with the owner and manager about the leadership and management of the setting.

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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