

Inspection of Little Birches Nursery and Preschool

Langton Green Village Hall, Winstone Scott Avenue, Tunbridge Wells, Kent TN3 0JJ

Inspection date:

3 February 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

The provider has high ambitions for all children at this inclusive and welcoming setting. All children flourish and have a thirst for learning, wanting to know more and showing sustained levels of interest in the superbly planned environment and activities. Staff are talented and highly skilled educators who build on what children already know while introducing them to new ideas. For example, when children are playing outside, they are curious about the flowers. They share their current knowledge by discussing how flowers need water and sunlight to grow. The staff engage with the children, helping them explore new concepts such as the function of a flower's roots and bulb.

The curriculum is both ambitious and well-sequenced. Every staff member contributes and clearly understands what they want children to achieve. There is a strong focus on fostering children's personal, social and emotional development, in addition to enhancing their communication and language skills. Furthermore, all staff have a thorough understanding of children with special educational needs and/or disabilities, as well as those children who may be vulnerable due to health or medical needs. This knowledge ensures that all children are given the individual support they need to succeed in an inclusive and supportive environment. All children are making excellent progress from their starting points and have incredibly high levels of well-being.

Children behave impeccably well. There are clear expectations across the setting that are embedded from the nursery through to pre-school. Children show they care about their peers and understand their varying needs. For example, the older, more confident walkers in the nursery are mindful of the youngest children who are learning to sit and play independently. The staff are excellent role models for the children, consistently reinforcing the expected behaviour. In the pre-school room, the children help one another adhere to the rules and successfully resolve small disagreements on their own.

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

- The provider and their support team are truly inspiring. They set high standards and are dedicated to ensuring that every child achieves. There is a collaborative approach across the setting, and all members of the team work together exceptionally well. Staff continuously listen to feedback from parents, children and outside agencies to reflect on their practice. The thorough and supportive induction, regular individual time with leaders and training opportunities for all staff have built a highly skilled workforce.
- Staff place a high priority on developing children's communication and language. Across all rooms, reading, singing and signing are successfully embedded. Staff

play alongside the youngest children and reinforce language and narrate what children are doing. For example, when children tread on sand, staff use words such as 'crunchy' and 'crispy' in response to the sounds it makes. In the pre-school room, staff are skilled at asking questions to enable children to think about their replies, building on what they already know. This is further supported by the use of signing to ensure all children have ways to express their needs and wants.

- Teaching across the setting is exceptional. Pre-school children are eager to participate in small group activities to support their listening and attention skills. The staff leading the activity have a secure understanding of each child's unique needs, ensuring that everyone is supported effectively. Furthermore, the activity motivates children to build on their learning and recreate the experience with their friends. This is supported by staff who provide resources and opportunities in the environment.
- The nursery room meets the needs of the youngest children impeccably well. Children show that they have built secure relationships with their key person and feel at ease. For instance, staff take the time to get to know children and their individual needs during effective settling visits. This enables the staff to know exactly how to care for children and follow their routines from home. Children happily play and explore their environment and settle to sleep effortlessly. The highly effective communication across the staff team enables the routines to flow seamlessly and provide consistency for children.
- Children show a genuine interest in learning about each other and the wider world. For instance, to celebrate Chinese New Year, children shared red envelopes from home to teach others about their cultural beliefs and how this symbolises good luck for the year ahead. Children also benefit from a variety of experiences that enhance the curriculum and align with their current interests. For instance, they receive visits from the police and the guide dog association, as well as weekly French and 'musical adventure' sessions. Additionally, they regularly explore their local community, such as the church, post office and farm shop, where they learn about ordering food and handling money for their purchases.
- Relationships with parents are highly effective. The provider values their views and frequently asks for feedback to further strengthen their partnership working. They establish effective two-way communication, where parents and staff share next steps in learning, current levels of development and new interests through the use of an app. This is further supported by regular face-to-face discussions where achievements are celebrated. This collaborative approach encourages parents to share information and continue learning at home.

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	EY479815
Local authority	Kent
Inspection number	10371181
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	36
Number of children on roll	57
Name of registered person	Little Birches in Tunbridge Wells Ltd
Registered person unique reference number	RP533839
Telephone number	01892862943
Date of previous inspection	12 November 2019

Information about this early years setting

Little Birches Nursery and Preschool (Langton Green) registered in August 2014. It is located in Tunbridge Wells, Kent. The setting is open Monday to Friday, from 7.30am until 5.30pm, all year around. The setting provides funded early education for children aged between nine months and four years. The setting employs 17 members of staff, 11 of whom hold relevant early years qualifications at level 3 and above.

Information about this inspection

Inspector

Kelly Southern

Inspection activities

- The manager and area manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector and the manager carried out a joint observation of a listening and attention activity.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector 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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