

Inspection of The Learning Tree

Chilton School, Ramsgate CT11 0LQ

Inspection date: 22 January 2025

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 talk with excitement as they arrive at the pre-school. The warm and friendly staff greet them at the door. The curriculum has been thoughtfully considered. Leaders design the curriculum to prepare all children for their future learning through play. Staff provide plenty of experiences for children to develop their creativity and imagination. For example, children cut up real vegetables in the play kitchen and make a bowl of soup. Staff encourage children to be independent and make their own choices. They show them respect as they discuss what they would like to do and listen to their ideas. Children then vote so they learn about democracy. The relationships that staff create mean that children feel safe and valued. Staff guide children's behaviour through gentle reminders, such as using 'good listening'. During group time, children patiently wait their turn and listen to their friends.

Staff have a clear vision to promote sustainability in the pre-school. They share this with the children in fun and age-appropriate ways, which helps them develop positive attitudes to learning. For example, children have helped to build a water eco system in the garden. They watch as the rain fills up the water trough and transfers to the plants. They look forward to tadpoles arriving in the spring. When a child asks to feed the birds in the garden, staff respond swiftly and they make bird feeders to hang up. Staff help children to be aware of nature and be considerate of wildlife in their community.

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

- Staff reflect carefully about how the environment can support children's learning. They organise the pre-school so children can be inquisitive and proactive learners. For example, children work together to build a train track and station. Staff listen to and respond to children's interests. This helps children to engage well in their learning.
- Children develop an early love of reading. They sit in a cosy area to relax and share books. Staff use this time to introduce children to new words, such as 'hibernate'. However, sometimes, staff are too quick to answer questions for the children or move on before they receive a response. This means children do not always get to practise their communication skills.
- Staff make sure that the children's learning is well sequenced. They understand the importance of repetition. For example, children thread beads, use tools to make marks in sand and draw on whiteboards. These activities help children develop their fine motor skills so that they are ready for early writing.
- Children are well supported in their emotional well-being. Staff are quick to respond with a cuddle when children need reassurance. Staff discuss why they are sad and help them explore what will make them smile. For instance, children

ask to paint a picture for their mum because it will make them happy. Staff help children learn how to recognise and manage their feelings effectively.

- Staff pride themselves in the relationships that they build with the children. They use observation and monitoring to ensure that all children make good progress. When children need further support, staff plan individual interventions to help them. For example, they use flash cards to help children discover the initial sounds of words. This means that they practise the correct pronunciation of tricky words.
- Staff are positive role models for children and help them to develop good behaviours. For example, when a child cannot find their toy, the other children all help them to look for it. Staff praise their excellent teamwork. Children are kind towards each other and are developing good social skills.
- Staff work hard to build good relationships with families. They send out newsletters about what is going on in the nursery and talk to parents on pick up. Staff share progress information at parents' evenings throughout the year. This includes updates each term about what their children are working on next. However, they are not fully effective in ensuring that all parents have the information they need about their children's progress to best support further learning at home.
- Staff receive regular supervisions and attend team meetings. This helps them to review their work and make further improvements. For instance, staff have reviewed how children can access mathematics throughout the pre-school. They now incorporate mathematics into everyday experiences to help them become active learners.

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:

- continue to strengthen the use of effective questioning techniques to further enhance children's thinking and communication skills
- build on the warm partnerships to better help parents further support children's learning at home.

Setting details

Unique reference number	EY545910
Local authority	Kent
Inspection number	10380402
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	2 to 4
Total number of places	24
Number of children on roll	19
Name of registered person	Hartridge, Lisa Jayne
Registered person unique reference number	RP512940
Telephone number	01843852700
Date of previous inspection	7 June 2019

Information about this early years setting

The Learning Tree 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 pre-school is open from Monday to Friday, from 8.30am to 3.30pm, during term time. The provider is registered to provide free early education for children aged two, three and four years. The provider employs seven members of staff, all of whom hold a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Jennie Winchcombe

Inspection activities

- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the registered individual 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 was having on children's learning.
- The inspector and the deputy manager carried out a joint observation of a physical development activity.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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