

# Inspection of The Little Learning Tree Preschool – Bayhall Road

The Salvation Army, Citadel, Bayhall Road, TUNBRIDGE WELLS, Kent TN2 4UT

---

Inspection date: 8 July 2021

<b>Overall effectiveness</b>	<b>Outstanding</b>
------------------------------	--------------------

---

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Not applicable

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

### **The provision is outstanding**

Children flourish in this wonderfully nurturing nursery. They form extremely strong bonds with loving staff, who support their well-being and social development exceptionally well. During the COVID-19 (coronavirus) pandemic parents could not come into the nursery. The manager carefully considered how this affected children's emotional resilience. She put in place innovative ways to support them, such as through excellent online activities and advice for parents. Consequently, children arrive at nursery exceptionally happy, confident, and excited about meeting their friends.

Staff have extremely high expectations for all children. They meticulously plan stimulating and challenging activities that precisely meet children's needs. Children become deeply involved in their play. They consistently use what they have learned to develop ideas and extend learning. For example, while splashing in the water tray children remember what they learned about the power of volcanoes. Others recall the names of insects and effortlessly describe the characteristics of each species. They show deep interest, focus and concentration as they confidently use magnifying glasses to examine each creature. Many children can describe unique features of animals, such as 'a centipede has lots of legs'. When an insect jumps in the grass children guess 'it must be a grasshopper'.

Children's behaviour is exemplary. They show excellent self-control and respect as they listen attentively to one another. They ask thoughtful questions while making links between their personal lives and experiences. There is a sharp focus on helping children gain excellent independence and social skills. Children are highly motivated and self-assured as they confidently explore and discover the world around them.

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

- The well-qualified manager is a truly inspirational and dedicated leader. She expertly evaluates her practice by actively seeking the views of parents, staff and children. She confidently challenges ideas about best practice to make sure children's needs are at the centre of education. She works closely with the local authority and other professionals in her community to ensure consistent levels of support are in place for all children and families.
- The manager's exceptionally high standards and ambitious plans are perfectly matched by the staff's enthusiasm, high-quality teaching and dedication. The curriculum is superbly sequenced to ensure all children, including those with special educational needs and/or disabilities and children who speak English as an additional language, achieve their full potential. Additional funding is used highly effectively to prevent children falling behind in their learning. As a result,

children are exceptionally well prepared for the next stage in their learning, including school.

- There is significant emphasis placed on children developing effective communication and language skills. Children express themselves extremely well. They spontaneously use words they have learned during play. For example, staff expertly followed children's interest in caterpillars and introduced new words to help them describe what they saw. Children now confidently use words such as 'metamorphoses' and 'habitat'. Parents comment on how children are sharing these words and their new knowledge at home.
- Children demonstrate impressive independence skills and self-motivation. They persist with challenges and show pride in the results they achieve. For example, children become absorbed in using a stapler to make patterns on paper. They persevere with the physical skills needed to make the staples stay in place. They delight in these achievements, which they joyfully share with staff and parents.
- Staff feel entirely supported by the manager. They confidently observe one another's teaching as they work together to refine and develop their skills. This leads to a culture of mutual respect and professionalism across the whole team.
- Children enjoy challenging their physical skills. They have space inside and outside to run, climb, dance, ride and slide. They use smaller muscles as they draw, paint and cut up fruit and vegetables. They show excellent awareness of how to keep themselves and others healthy. For instance, they know how to cough or sneeze into their elbow and to wash their hands thoroughly.
- Staff expertly support children to develop their imaginations and embed learning by providing rich experiences and exciting resources. Children use a wide array of stimulating materials to design, experiment and create. They use mathematical words as they describe shape, position and size. While placing stickers on their models, children count and recognise patterns.
- Staff bring children's favourite stories to life using books, puppets and models. They read with enthusiasm, allowing children to ask questions and boost their understanding. Children join in with gusto as they recognise and repeat much loved parts of the story.
- Parents praise the excellent communication they have with staff. They say how they feel fully involved in their children's learning and experiences.

## Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is a high priority for all staff. They have excellent knowledge of how to identify potential signs of abuse and the procedures to report concerns about a child's welfare. The manager regularly updates the safeguarding policy and other policies in line with changes to legislation or local authority procedures. Staff are aware of wider safeguarding issues, such as protecting children from extreme views. They teach children to have an early awareness around using technology safely. The manager and staff work extremely well with other professionals, such as health visitors. They share accurate and timely reports to ensure children's safety.



## Setting details

<b>Unique reference number</b>	EY561845
<b>Local authority</b>	Kent
<b>Inspection number</b>	10194250
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	The Little Learning Tree Preschool Ltd
<b>Registered person unique reference number</b>	RP538759
<b>Telephone number</b>	07948085991
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The Little Learning Tree Preschool - Bayhall Road registered in 2018 and is in Tunbridge Wells, Kent. It is open Monday, Tuesday, Thursday and Friday from 9am to 3pm, term time only. It is one of two pre-schools owned by The Little Learning Tree Preschool Ltd. The pre-school receives funding to provide free education for children aged two-, three- and four-years-old. There are seven staff, six of whom hold qualifications from level 2 to level 6. The manager has early years teacher status.

## Information about this inspection

### Inspector

Alison Martin

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) 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 inspector observed the quality of teaching and the impact this has on children's learning and conducted a joint observation with the manager.
- The manager spoke with the inspector about her curriculum for children on a learning walk around the setting.
- Children spoke to the inspector about their learning at appropriate times throughout the inspection.
- The inspector held meetings with the manager and the provider, and spoke with all staff at appropriate times throughout the inspection.
- The inspector spoke with parents and took their views into account.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021