

Inspection of The Learning Tree Preschool Ltd

West Sussex County Council, Arundel Library, Surrey Street, Arundel BN18 9DT

Inspection date: 17 June 2025

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy their time at this nursery. Staff greet children with enthusiasm on their arrival and support them to get settled in as they begin their day ahead. Children quickly gravitate to a range of play experiences and activities that staff have thoughtfully planned. The environment is well considered and provides children of all ages the accessibility to a wide range of resources. In turn, children confidently make their own choices in play and demonstrate genuine enjoyment as they learn and positively engage.

Leaders, alongside their staff team, have taken the necessary steps since the last inspection. They have ensured the suitability and security of the premises, such as ensuring that children can access the outdoor space safely. In addition, they have strengthened procedures to ensure that children are well supervised at all times. Leaders have good oversight of staff practice and recognise the positive impact their improvements have made. This helps to ensure children's safety.

Staff are consistently positive role models to all children. They have high but appropriate expectations of children's behaviours. They apply a gentle, consistent approach as they help children learn and understand rules, boundaries and general behavioural expectations. Staff are on hand to address any minor conflicts swiftly. This helps children begin to understand their own and others' growing emotions as they learn right from wrong. Consequently, children's behaviour is good as they play collaboratively and form early friendships.

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

- Leaders ensure regular and effective staff supervision sessions are in place and are considerate of staff's well-being. They ensure that staff have access to ongoing training and mentoring that supports their own personal effectiveness. This helps all staff to continually improve outcomes for all children.
- Staff understand the curriculum and their role in implementing it. As such, children benefit from a broad and well-balanced curriculum that provides learning across all seven areas of the early years foundations stage. Generally, activities are well planned. Staff know what individual children have learned and what they want to teach them next and why. Staff incorporate children's interests to ensure that they are curious and excited to join in. However, on occasion, staff do not always recognise opportunities to fully challenge children's thinking and learning further. This does not fully support children to continually build on what they already know and can do. Despite this, children make good progress in their learning.
- Staff understand the importance of developing secure bonds with children. In turn, children confidently seek out staff for support and reassurance, as well as

inviting staff to join their play. Staff are responsive and nurturing towards children. This positively promotes all children's personal, social and emotional development as they feel confident, valued and included.

- Staff promote children's communication and language development as a priority. Younger children hear clearly spoken, single, repetitive words. Older children are supported to expand their vocabulary and develop secure conversational skills. These opportunities are complemented by an array of engaging singing and story times that children of all ages delight in. This supports all children to become confident communicators.
- Children have opportunities to make decisions about their own play within the daily routines. However, leaders have not fully considered ways to consistently promote children's independence skills. For instance, staff complete some daily tasks that children could do for themselves, such as fully preparing and serving their snack. This does not fully promote children's growing independence.
- Children have ample opportunities to develop their physical skills. The youngest children safely explore their whole-body movements as they learn early physical movements. Older children confidently climb, balance and negotiate space. This supports children's core muscle development. Additionally, staff focus on supporting children's fine manipulative skills. For instance, babies delight in practising their scooping and pouring skills, increasing their dexterity and hand-eye coordination. These opportunities prepare children for their next stage of learning and gives them good foundations for early writing skills.
- Staff are skilful at weaving mathematical language into children's everyday play and routines. Staff use language such as 'empty', 'full' and 'lots', as well as promoting early counting skills. Consequently, children benefit from early exposure to mathematical concepts, which sets them up for future success.

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:

- support staff to further enhance their teaching practice to support children to continually build on what they already know and challenge them to reach their full potential
- maximise opportunities for children to do even more for themselves to further support their growing independence, in preparation for their next stage of learning.

Setting details

Unique reference number	2741144
Local authority	West Sussex
Inspection number	10391482
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	0 to 3
Total number of places	60
Number of children on roll	89
Name of registered person	The Learning Tree Pre-School Limited
Registered person unique reference number	RP907364
Telephone number	07787169977
Date of previous inspection	5 February 2025

Information about this early years setting

The Learning Tree Preschool Ltd is one of two registrations run by The Learning Tree Pre-School Limited. It opened in August 2023 and is located in Arundel, West Sussex. The nursery is open each weekday, from 7.30am to 6pm, term time only, offering ad hoc holiday care. The setting provides funded nursery education for children from the ages of nine months to three years. There is a childcare staff team of 14, of whom nine hold recognised early years qualifications.

Information about this inspection

Inspector
Natalie Moir

Inspection activities

- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this is having on the children's learning.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and the inspector carried out joint observations of a planned activity in the outdoor environment.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between the staff and the children.
- The children communicated with the inspector.

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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