

Inspection of The Learning Tree Pre School Nursery

St. Philips Church Hall, Chatterton Road, Ramsbottom, Bury, Lancashire BL0 0PQ

Inspection date: 6 May 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

Staff warmly greet children and parents and their carers at the door on arrival and welcome them into the nursery. Children settle quickly when they arrive. They display strong bonds with staff. Children reach out for comfort when needed, which helps them to develop a sense of security. Staff act as positive role models. They offer lots of support and use gentle reminders with children as they play, such as encouraging them to take turns and share resources. Staff quickly help children to resolve any minor disputes, giving them time to discuss their feelings. This helps all children to behave well and develop respectful friendships.

Leaders have designed a curriculum that is sequenced well and aims to give children a broad range of enriching experiences. Staff know children very well. They ensure that children's interests are embedded into their play and learning. Staff support children to develop an understanding of the similarities and differences between people. For example, pre-school children visit the local church dressed in their 'wedding outfits' and take part in a church ceremony with the local vicar. In addition, children learn about the different types of marriage ceremonies that people have and how these may be different to their own family celebrations. This helps children to understand what makes people unique.

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

- Children manage their self-care skills independently from an early age. They understand that they must wash their hands before eating and after using the bathroom. Staff encourage children to serve their own meals and access water during the day, when they are thirsty. This helps children to develop their independence skills in preparation for their eventual transition on to the next stage in learning.
- Children with special educational needs and/or disabilities receive the help and support they need to make good progress. Staff are competent in making referrals and work in partnership with external agencies. Staff try different methods to support children and adapt their approach to the child's individual needs. For example, staff use a range of communication methods, such as 'now and next' boards and visual aids to support their development.
- Staff support children's physical development well. Babies develop their small muscles as staff support them to serve themselves using tools, such as tongs and spoons, during mealtimes. In addition, active play and exercise are important parts of the daily routine. During outdoor play, children have the freedom to explore and move confidently. Children develop balance and coordination, for example, when they walk across the tyres. Children gain an array of physical skills that support their overall development and readiness for school.

- Staff support children's communication and language skills well. Babies enjoy singing nursery rhymes and familiar songs with staff. In addition, staff narrate children's play and engage them in back-and-forth interactions. They use open-ended questions to encourage children to think critically and develop their own ideas. Their interactions with children are consistently of a high quality and all children make significant progress with their language skills.
- Parents praise the nursery for the friendly and caring staff. Staff work in partnership with parents to get to know children well. This supports them to meet children's individual needs and preferences. Parents borrow books from the nursery's 'outdoor library'. Staff offer ideas for how parents can support and extend their children's learning at home. For example, they provide information on good oral health and toilet training.
- Leaders and staff recognise the importance of giving children opportunities to develop an understanding of their community. Children frequently visit local places of interest. In addition, staff support children to learn about their own and other's cultures and beliefs. For instance, they explore festivals, such as Loy Krathong, and invite families in to take part in activities linked to other cultures. This supports children to have a sense of belonging and learn about the world.
- Leaders are passionate and strive for continual improvement. Staff feel that leaders prioritise their well-being. They receive regular supervision sessions, where they can discuss a range of matters. Staff have access to a range of training opportunities to support their continual professional development. This helps to ensure that children receive high-quality care and education.
- In the main, children demonstrate positive attitudes to learning. Younger children demonstrate good problem-solving skills as they work together to build a den. Staff enhance children's listening skills by providing props, such as puppets, to engage them in small-group time. However, at times, the noise levels indoors become so high that children struggle to hear staff. This means that some children can become disengaged and unsettled in their play and routines, and do not fully benefit from the intended learning.

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:

- develop further strategies to help all children to maintain their focus and concentration, such as by reducing the noise levels in the indoor area.

Setting details

Unique reference number	309724
Local authority	Lancashire
Inspection number	10380587
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	32
Number of children on roll	85
Name of registered person	TLT Childcare Limited
Registered person unique reference number	RP902484
Telephone number	07907 435838
Date of previous inspection	14 June 2019

Information about this early years setting

The Learning Tree Pre School Nursery registered in 1998 and is situated in Ramsbottom, Lancashire. It is open all year round, from 7.30am until 5.30pm, Monday to Friday. The nursery employs 12 members of childcare staff. Of these, six staff hold appropriate early years qualifications at level 2 or above. The nursery provides government funded childcare.

Information about this inspection

Inspector
Kelly Little

Inspection activities

- The 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 observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation during a group activity.
- The inspector spoke to parents during the inspection and took account of their views.
- 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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