

Bishop Sutton Pre-School Forest Club

Inspection report for early years provision

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Inspector Timothy Butcher

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Bishop Sutton Pre-School Forest Club is open one morning a week during term time and is run by the staff and committee of Bishop Sutton Pre-school. The session is currently held on Thursday mornings, from 9am to 11.30am, in the enclosed conservation and wooded area of Bishop Sutton Primary School. The group have access to the school hall, kitchen and toilet facilities. The Forest

The Pre-School Club is registered on the Early Years Register for 24 children in the early years age range and there are currently 10 children on roll. The group employs eight staff all of whom hold appropriate early years qualifications. The joint leaders hold a level three qualification and the committee also employ an Early Years Professional and a qualified Early Years teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are very happy and thrive in a safe and challenging woodland learning environment. All major aspects of the provision are good and many are excellent. The whole staff team share a strong commitment to the continuous improvement of the provision and in improved outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- refine the system of summative assessment further to review the progress that children make when planning their next steps in development.

The effectiveness of leadership and management of the early years provision

Children enjoy a very safe outdoor environment in which to play. There is a very strong emphasis on child safety supported through comprehensive assessments of risk that very successfully minimise potential hazards to children and ensure practices are safe. Excellent communication with children helps them to recognise how to keep themselves safe. There is a secure safeguarding procedure and staff have a clear awareness of their responsibilities in regard to the protection of children. All staff working with children have been suitably vetted. All policies, procedures and documentation are well maintained and strongly support the smooth running of the provision and inclusive practice.

A particular strength of the setting is the exemplary relationship with parents and carers, who are very positive about all aspects of the provision. In particular, they mention that staff have a very nurturing and supportive approach to all children.

They also remark on the very good progress children make because the Forest Club provides an extra dimension to children's overall learning. Highly effective partnerships are well established with the local pre-school. This strongly contributes to the excellent continuity of care and learning for children. Both the Forest Club and the Pre-school operate with the same staff and children but from different sites and under separate registrations.

A further strength of the provision is the skilled and committed staff team who work effectively together. The system of self-evaluation and monitoring of the provision is highly effective. Even though the Pre-School Forest Club has been running for a relatively short time a well targeted and comprehensive action plan has been implemented. This has already led to improvements in the outcomes for children and a joint project with the school to provide an outdoor classroom in the woodland area, is also near completion. The provider is taking well-considered steps to ensure a fully sustainable environment. Very creative use is made of the woodland resources and these are enhanced by a good range of other learning materials. The deployment of staff is highly effective in promoting the best outcomes for children. The setting successfully promotes equality and diversity as levels of engagement with parents are well established and this results in a good knowledge of each child's background and needs. The setting takes effective steps to close the identified gaps in some children's achievements.

The quality and standards of the early years provision and outcomes for children

Children strongly benefit from the safe and highly stimulating outdoor woodland learning environment. They make significant progress in their learning and development because they have very good opportunities for self-exploration and play a dynamic role in their own learning. There is a good balance of child-initiated and adult-supported play. For example, children work cooperatively together as they help a staff member to make a rectangular screen from natural resources. They find the straight poles for the frame and the ivy and fir for the interwoven areas. They measure and compare length and safely cut lengths of string to bind the frame together. They count the number of sides to the shape, offering suggestions about how it is constructed as they do so. Children concentrate well and for long periods of time on activities of their own choosing. They quickly become independent and confident. Two children engage their imaginations and decide to collect 'vegetables for a meal'. They use a collection bag and harvest a rich variety of twigs and leaves that they safely cut with scissors to be put into the bag. They make up a scenario, listen and respond to each other and work confidently and cooperatively together.

Children are very well equipped with the skills they need for future learning. A child moves from digging earth with tools to a pen and paper, to draw a plan of the den he is wanting to make. He enthusiastically makes a plan, signs his name and draws a tiger on the back to 'keep his plan safe'. A member of staff is on hand to erect the net overhead and skilfully interacts with the child. She supports his exploration and thinking, giving validation to what he has done. Children follow actions and gestures in a 'Little Rabbit Foo Foo' action rhyme. They are skilfully encouraged to

listen and to respond to a favourite rhyme of their choosing and enthusiastically clap and sing at the tops of their voices. Children have excellent opportunities to be active. They follow the rules to safely climb trees and a member of staff is on hand to observe. They take responsibility for finding resources and safely test their strength by pulling lengths of branch along. They climb, sit, step over, balance and negotiate space because they thoroughly enjoy the physical challenges of exploring the natural environment and do so with all their senses. All children contribute positively and show a strong sense of security and belonging within the setting. They receive high quality explanations from staff of what is acceptable and unacceptable risk, such as being safe around the camp fire. They show an excellent understanding of what is expected of them and apply the rules about safety consistently for themselves. Children have a clear understanding of the importance of following good hygiene procedures. The staff ensure there are innovative and practical facilities, such as the running water that children use to wash their hands. Children are fully aware that they should not put their hands in their mouths without washing them first.

Teaching is rooted on a full understanding of how children learn and progress. Activities are well planned and based upon accurate observations of children, which contribute to a learning profile. Formative assessments are used to inform day-to-day planning. Currently, summative assessments have yet to be fully completed to show children's process over a longer period. However, the excellent link with the pre-school ensures that other assessment information is used effectively to identify children's next steps in development.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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