

# Beyond The Walls Outdoor Nursery

The Old School, Chapels Lane, Tockholes, Darwen, BB3 0LX

## Inspection date

Previous inspection date

26/09/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

1

The contribution of the early years provision to the well-being of children

1

The effectiveness of the leadership and management of the early years provision

1

## The quality and standards of the early years provision

### This provision is outstanding

- Children are well motivated and consistently demonstrate the characteristics of effective learning. The educational programmes have depth and breadth, delivered by staff, who have very high expectations of themselves and children, with expert knowledge and a clear understanding of how children learn.
- There is a highly stimulating environment to promote learning and challenge and a strong base for children to manage risks and to understand how to keep themselves safe and healthy.
- Key persons are highly skilled and sensitive and help children to form secure emotional attachments, they skilfully support children in their next steps of learning, in order to prepare them for transition into school.
- Highly effective partnerships between parents and staff make an excellent contribution to meeting children's needs.
- The arrangements for the evaluation of the learning programme and the exceptional implementation of the corporate policies ensures the implementation of the Early Years Foundation Stage continues to promote children's safety and well-being.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the main hall indoors and the local outdoor woodland area.
- The inspector spoke with both owner/managers throughout the day during their day to day activities with the children.
- The inspector read the hard copy self-evaluation form during the inspection. Viewed all organisational information, policies and procedures, checked staff suitability, qualifications, children's learning journals and assessments, children's registration forms, risk assessments and safeguarding information.
- The inspector met with three parents on the day of inspection and took account of their comments about the quality of the provision.

## Inspector

Wendy Fitton

## Full Report

### Information about the setting

Beyond the Walls Outdoor Nursery was registered again in 2012. It operates from the Old School in Tockholes Village, Darwen. The nursery is owned and managed by a limited company and serves the local area. The nursery follows the principles of the Scandanavian Forest Kindergarten philosophies, for example, primarily outdoor play and exploration in

nearby woodland areas.

The nursery opens Monday to Friday, all year round. Sessions are from 8am until 5.30pm. Currently, children are able to attend Wednesday and Friday for a minimum of one full day. The nursery is registered on the Early Years Register. There are currently six children attending, who are within the early years age group. The nursery provides flexible free funding entitlement for three- and four-year-olds.

The nursery employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The nursery receives support from the local authority.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- improve the systems of professional development, staff monitoring and supervision; to enable staff to consistently improve their already first rate understanding and practice.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children thrive and are well motivated to learn in this high quality provision. Staff have excellent knowledge and skills of the learning and development requirements and a clear understanding of how children learn. They value and support children's learning through exceptionally well-planned activities and experiences. The planning of the learning environment is linked to the seven areas and is mainly planned for outdoor provision.

There is an extremely sharp focus on helping children to acquire communication and language skills, supporting physical, personal, social and emotional development, in order to improve their learning from their starting points. This ensures that they are exceptionally well prepared for school and their next stage of learning. For example, the outdoor environment means that the children have freedom to explore the woodland areas, be physically active and have first-hand experiences with seasons, weather and the natural world. This supports children's physical well-being and offers experiences for doing things in different ways and on various scales. Children develop their literacy skills as they use tools for making marks to draw insects and mini beasts from books and magazines and from the mini beast objects. Staff talk to the children about the insects' features, numbers of legs and challenge them to think and ask questions to support their communication and language development as they learn about the outdoor natural world.

Children delight in examining the feathers from a garden bird, they talk about why the feather is wet and discuss the seasons and the weather. Children learn about technology

as they access the computer and look at the photographs of themselves during their variety of activities. They delight in listening to a story and use their imaginations to re-tell the story and talk about the pictures. Children are highly motivated in their outdoor environment, they learn about the natural world as they jump, splash, mix and stir the mud in the puddles. They pretend to fish with twigs and talk about the twigs and sticks being a fishing rod.

Children thoroughly enjoy their play and become engrossed as they investigate and explore the outdoor world. They develop mathematics skills as they talk about long, small and short sticks. They develop their social skills as they take turns to share big sticks and swap with others. Children make their own decisions about where they want to play and what they want to do. They plan, negotiate and problem solve for themselves when carrying out the activities. Children use their imaginations as they listen to sounds, smell the outdoor environment and create dens, fairy houses and use tools and materials to create role play activities.

Teaching is highly effective and assessment procedures are precise, sharply focused and comprehensive. Staff plan the learning programme from the information gathered from parents at induction. Each child is assigned a key person to be responsible for their development, routine care practices and liaison with parents. Every child has an individual profile and learning journal with 'All about Me' information gathered from parents. Staff have exceptionally detailed knowledge of every child's needs and future needs. They plan together and discuss any evaluations. However, it is very evident that the children plan and lead their own play and activities to develop their independence and imagination. Children play cooperatively and develop excellent social, independence and physical skills. Staff only oversee what is going on and lead any children to a specific activity that may support their future learning need as the children make all their own decisions. Staff talk through and give hints and ideas to them, to allow them to think for themselves. All children are involved and engaged with every aspect of the nursery and children include each other in their games. They help and support each other, reminding each other about safety rules and social and behavioural boundaries.

Highly effective partnerships between parents and staff; make an excellent contribution to meeting children's needs. There are strategies in place to engage all parents in the learning programme. Parent's comments are evaluated and staff involve them in children's learning journals. Staff encourage parents to make comments about observations and assessments and to support children in activities at home. Parent's comments include information about how they are given daily feedback about what their child has been doing and every month they have a report and photographs of children's progress. They receive a newsletter and initially have information about the areas of learning and the Statutory Framework for the Early Years Foundation Stage. This information helps parent's to support their own child's learning. Parents are aware of what to do in the event of a concern and state that they would speak to staff and have access to the poster for complaints, which is displayed on the notice board. Parents state that the outdoor environment for children is brilliant and that the whole ethos of the provision is fantastic. Parents state that staff are very supportive, they teach children the skills they need for the future and they are approachable. Therefore, children's learning and progression is

enhanced as they are secure with positive relationships.

### **The contribution of the early years provision to the well-being of children**

Children manage risks and clearly understand how to keep themselves safe and healthy in the highly stimulating environment that promotes their learning and challenge. Staff are highly skilled and sensitive and fully support children to form strong, secure, emotional attachments and provide a strong base for their personal, social and emotional development. For example, children are encouraged to be independent as they select their own resources and become aware of correct clothing and footwear for their outdoor activities. Children learn to plan and initiate their own play as they explore and investigate in the woodland areas. They enjoy making dens and the fairy houses with twigs and branches and negotiate their ideas with others as they take turns and share different sized twigs. Children learn to wait for the rope swing and understand that they hold the rope and put both legs on the log, in order to swing safely. Children display confidence with day to day routines and understand the safety parameters and the boundaries in the woodland areas.

Children's good health and self-care is promoted through using the bathroom independently, hand washing before foods and after playing in the woods and in the mud. Children are fully aware of the importance of healthy food, fresh air and exercise, in order to sustain energy and to grow and develop. They develop independence and excellent social skills as they help each other with tasks. Children talk about their packed lunches and the importance of fruit and vegetables. They feel very secure and are warmly welcomed and supported by staff. Children are aware of the dangers of climbing the trees and what happens when areas are muddy and slippery. Children respond to any dangers as they listen for the whistle and note the different sounds, one is to stop and listen, and the other means that there is an emergency. Daily routines for hand washing, access to tissues, wipes and antibacterial gel are securely embedded. Meal times are exemplary as children access their own picnic lunches from their rucksacks and sit with friends talking and discussing different foods. Children are enthusiastic about talking to staff about the different fruits and vegetables they have in their lunch boxes, they recognise their own needs for a drink and for the toilet and understand the importance of regular drinks and exercise to promote their physical development.

Staff are fully committed to excellent quality care, which actively promotes the children's knowledge and understanding of safety and healthy lifestyles. Staff are very positive and highly motivated to effectively safeguard and promote children's understanding of health and safety matters. Children make a positive contribution and enjoy their learning as they are fully prepared for their next stages of learning. In the outdoors, the aim of the provision is to help children to be confident and self-motivated, to learn about behaviour boundaries, handle risks, use initiative to solve problems and cooperate with others. They engage in achievable and motivating tasks, develop excellent emotional and social skills, and staff teach children to use reflective practice. They are given time to do this, in order to understand the world, their environment and everything in it through the use of all their senses.

### **The effectiveness of the leadership and management of the early years provision**

Leadership is inspirational and self-evaluation is well documented and highlights the strong emphasis on maintaining the high levels of achievement for all children. Staff have a wealth of knowledge and understanding of how to protect and safeguard all children. For example, there are robust policies and procedures for safeguarding, recruitment and selection and risk assessments. Both owners work jointly together and are aware of what to do and who to contact if there are any safeguarding concerns. The safeguarding policy is accessible to parents and information is given to them regarding any concerns about staff. The staff respond to any information or observations that may affect children's safety and well-being and notification to safeguarding agencies and Ofsted are made.

Staff are totally committed and passionate about their work with children. There is commitment to improving the nursery provision and identifying any training needs. The implementation of a targeted programme of professional development, staff monitoring and supervision is sharply focused and ensures that staff are constantly improving. Staff are fulfilling their responsibilities in meeting all requirements for the Early Years Foundation Stage. Children have the best possible support to reach their full potential and are ready for their transitions to their next stage of learning, staff respond to all needs and plan excellent, challenging and enjoyable experiences.

Children's needs are quickly identified through effective links with parents and others, who may be involved with individual children. 'All about Me' information is gathered from parents and this information is used for staff to plan, observe and assess children's learning and progress. Parents are consulted on a daily basis about their child's learning. They receive a memory stick and photographs each month, with a written report on children's progress. Parents are invited to comment on the assessment details and are involved in the self-evaluation process of the provision. Links with local schools, nurseries and pre-schools are evident and staff are fostering links through newsletters, activity information and observational notes. This ensures that all children are fully supported in transitions.

### **What inspection judgements mean**

#### **Registered early years provision**

<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets

		the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY446453
<b>Local authority</b>	Blackburn
<b>Inspection number</b>	790093
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	15
<b>Number of children on roll</b>	6
<b>Name of provider</b>	Beyond The Walls Outdoor Nursery Limited
<b>Date of previous inspection</b>	Not applicable

**Telephone number**

01254200599

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**Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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