

The Elves and Fairies Woodland Nursery

Edmondsham Village Hall, Edmondsham, WIMBORNE, Dorset, BH21 5RE

Inspection date	10/10/2013
Previous inspection date	23/05/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children learn how to take controlled risks and keep themselves safe in the forest and when using equipment.
- Staff show a genuine interest in what children are saying and doing and as a result children are keen to share their ideas and interests.
- Staff provide healthy nutritious snacks and meals which support children in learning about healthy lifestyles.
- Children have good opportunities to develop their physical skills in the fresh air.

It is not yet outstanding because

- Staff do not always support parents in being fully involved in their children's learning and development.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed staff and children in the woods and spoke to staff and children at different times during the inspection.
- The inspector spoke to the manager at a convenient time to discuss emerging issues.
- The inspector viewed a range of documentation, including policies and procedures, staff files, children's records and progress records.

Inspector

Lorraine Sparey

Full Report

Information about the setting

The Elves and Fairies Woodland Nursery registered in 2007. The nursery operates as a Forest School Nursery with Edmondsham Village Hall as the registered base; Edmondsham Woods and fields are also used, including the Gamekeepers' Lodge in the clearing. All the required facilities are available indoors and outdoors. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently eight children in the early years age group on roll. The nursery is open Monday to Thursday, term time only, from 8.45am until 4.15pm. On Friday they operate a toddler group. 'Adventure in the Woods' sessions run for children aged from three to eight years during some holiday periods. The nursery is registered to receive funding for the provision of free early education to children aged two, three and four years. The nursery employs five staff; four staff hold relevant early years qualifications.

What the setting needs to do to improve further

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

- extend further the opportunities for parents to be involved in their children's learning and sharing information about their child's progress at home.

Inspection judgements

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

Children clearly enjoy their time in the forest and staff provide them with a wealth of play and learning opportunities. Some are adult-led activities such as making sunflowers using paper plates, paints and tissue paper. At other times, children are encouraged to lead their own play. For example, children use crates, tyres and planks of wood to build. They enjoy balancing and climbing over their construction. Staff complete observations and are beginning to use simple tracking systems to assess and monitor children's progress. They gather some information from parents from the onset, about their children's achievements at home. This supports staff in planning the next steps in the children's learning and development. However, the systems to make sure that all parents are encouraged to be involved sharing information about their children's ongoing process are inconsistent. As a result, there is not always a cohesive approach to children's learning. There are good systems in place to complete the progress check at age two, and to involve parents in the process. This enables staff to gather an accurate picture of the children's development and identify any areas that require support.

Children are motivated and develop independence from an early age. They thoroughly

enjoy walking through the woods, exploring the different fungi, leaves and flowers. They use laminated sheets to identify the different shaped leaves. Children compare leaves from the ash tree with the silver birch and talk about the different shapes. On their walk across the fields children decide what they would like to count. A child chooses slugs and another child chooses birds, they record these in notebooks. Staff support the children in counting how many they have seen and working out by adding up the number of tallies. Children sing songs and learn about rhyming and listening to the different sounds. They complete actions as they join in with songs about the wind, leaves and seasons. Staff support children's physical development very well. They have opportunities to climb trees, use rope swings and collect twigs. Their understanding of nature and sustainability is enhanced through discussion and growing their own fruit and vegetables. Children learn how to recycle and preserve water.

Children use their imagination as they paint and make models on the trees. Staff enable children to dig the clay and make faces and models using the tree as their base. They learn that as the clay dries out, it changes colour and texture. Children listen to stories and are keen to share what they know about their favourite books. A child says to staff and other children 'I am going to read to you' they hold the book correctly giving their interpretation of the story.

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

Children quickly learn how to keep themselves safe. Staff regularly talk to children and encourage them to recognise how to assess the risk and promote their safety. For example, when they first arrive staff and children sit together on logs and talk about keeping safe. Children successfully identify possible risks, such as berries and know they need to tell the teacher. They carefully walk around the outside of the logs avoiding the fire. In addition, when staff call their name they answer saying 'I'm over here by the swing' or 'by the fallen tree' this enables staff to supervise children and help them to stay safe. Children chop their own fruit and vegetables helping to prepare snack and lunch. This supports their independence and understanding of healthy options. They benefit from eating sliced vegetables, hummus and oatcakes. At lunchtime they enjoy vegetarian sausages, potatoes and steamed vegetables. Children learn about portion control and mealtimes are a very social occasion where staff and children sit and eat together. They are reminded to regularly drink water and how their bodies need food and fluids to help keep their energy levels up.

Children behave well and show good levels of maturity. They are considerate to each other as they cooperate pulling the crate, as they collect twigs and logs. Children are polite and listen to others. They benefit from the staff being positive role models in the way they speak to each other and the children. Consequently, children build good relationships with staff and other children and are well-prepared for the next stage in their learning. Children learn to respect and value differences through discussion and projects. Children and their families celebrate harvest time following a lantern procession enjoying food around the campfire.

Although there is an effective key persons system in operation, children benefit from the staff working together making sure children always have a familiar adult to help them. Staff show a genuine interest in what the children say and do, building children's self esteem. Children are able to choose from a range of books, puzzles and construction in addition to using the forest as their learning environment.

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

Staff demonstrate good knowledge and understanding of the learning and development requirements, and the safeguarding and welfare requirements of the Early Years Foundation Stage. Management and staff show good understanding of safeguarding children. There are secure recruitment and vetting procedures in place to enable management to appoint suitable people to work with the children. In addition, staff are required to sign an annual agreement confirming their continued ongoing suitability. Staff have regular supervision and annual appraisals which help identify areas they would like to develop and courses that will support improving outcomes for children. For example, all staff attend safeguarding and first aid training. The majority of staff have completed training on forest schools, enabling them to provide a challenging and safe environment for children to learn and develop. Consequently, children make good progress in all areas of their learning and development.

There are comprehensive risk assessments for all areas used by the children. This includes in the event of severe wet weather, transferring care to the village hall. Staff have identified the difficulty in crossing the road and have implemented safe procedures to allow this. There are systems in place to monitor and evaluate the provision. For example, visiting other forest schools to share good practice. Staff are committed to training and management and staff value visits from the local authority support staff. Management values staff ideas, for example, staff are supported in researching making musical instruments from different woods. Parents' and children's views are sought through discussion. Management have been grateful for the support from parents and the community to help transform the gamekeepers lodge and in establishing a vegetable plot.

Staff build positive relationships with parents and carers. They provide them with information about how the provision operates. They have regular informal discussions and opportunities where they can join in a variety of celebrations with the staff and their children. There are good systems in place to share information with other early years settings that their children may attend. For example, the manager visits and talks with the child's key person to support a consistent approach to their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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 action. 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

Unique reference number	EY422487
Local authority	Dorset
Inspection number	934585
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	12
Number of children on roll	8
Name of provider	Kirsteen Margaret Freer
Date of previous inspection	23/05/2011
Telephone number	01725517807

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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, which are usually the childminder's 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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