

The Forest Pre-School and Outdoor Adventurers Holiday Club

The Reading Room, Bashley Cross Road, Hinton, HAMPSHIRE, Dorset, BH23 7DU

Inspection date

05/03/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Staff provide a unique, safe and stimulating learning environment where children enjoy exploring and investigating outdoors.
- Staff have a good understanding of the importance of enabling children to make choices and extend their own play and learning.
- Enthusiastic staff help children learn practical skills and how to take calculated risks, which promotes their confidence and independence.
- Positive partnerships with parents and other professionals enable staff to meet children's needs well.
- Staff frequently reflect on their practice to identify clear areas for improvement, to continue to develop children's experiences.

It is not yet outstanding because

- Staff do not always use children's spontaneous play to encourage them to count or recognise specific shapes.
- Staff sometimes miss opportunities to provide resources and promote children's understanding of writing for a purpose.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's outdoor activities in the woodland area.
- The inspector spoke to staff and children.
- The inspector sampled records and documentation, which included children's progress records.
- The inspector completed a joint observation with the manager.
- The inspector took into account parents' views, obtained in person.

Inspector

Brenda Flewitt

Full report

Information about the setting

Forest Pre-school and Outdoor Adventure holiday club registered in 2013. The pre-school operates from the Reading Room and attached woodland space within the Hinton Admiral estate in Hinton in the New forest, Hampshire. Toilet facilities are located within the Reading Room where there is also a kitchen. There is an enclosed area for outdoor play. Children spend the majority of their time outdoors doing Forest School activities. The pre-school opens on Wednesdays, Thursdays and Fridays between 9am and 12pm. Most children attend one session a week. The pre-school is open during term time only. The Outdoor Adventure holiday club runs for a few days each week during the school holidays, when opening hours are from 9.30am to 3.30pm.

The pre-school and holiday club are registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently 71 children on roll, of whom 19 are in the early years age group. Children over the age of eight years also attend the holiday club. The pre-school support children with Special Educational Needs and/or disabilities. A team of three staff work with the children, all of whom are qualified at level 3, or above.

What the setting needs to do to improve further

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

- extend children's opportunities for counting and recognising shapes during their spontaneous play
- develop ideas for opportunities for children to understand writing for a purpose.

Inspection judgements

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

Children enjoy the time they spend at the pre-school, where they learn through play and exploration in a natural outdoor environment. Staff have a good understanding of the Statutory framework for the Early Years Foundation Stage learning and development requirements. Overall, they are skilful in promoting all areas of learning while adhering to the Forest School ethos. The provision enhances children's learning experiences in other early years settings. Staff provide a stimulating learning environment where children explore the woodland, learn to use a range of real tools and equipment, investigate and solve problems. Children are keen to take part and focus well on a good balance of adult-led and self-chosen activities. For example, the regularly planned 'basket' activity captures children's imagination and encourages them to think and solve problems. The suspended

basket holds unknown objects; the children guess what could be inside. When they see figures trapped inside blocks of ice, they instantly think of ideas to set them free. One child asks for some 'salt, to melt the ice', others use stones and tools to 'smash' the 'frozen' blocks.

Staff promote children's language skills well. They talk with them during their activities, naming objects, actions and concepts. For example, staff use words such as 'good technique' when praising children in the way they choose to carry out a task. They use language such as 'deeper' and 'practical' as children experiment sailing their 'bark boats' in the stream. This helps to extend children's vocabulary as they hear new words in context. Staff raise children's awareness of patterns in nature, for example buds becoming leaves in the spring and falling in the autumn. They point out animal footprints and encourage children to suggest ideas as to what might have made them. However, staff sometimes miss opportunities to encourage children to count during their play, or become more familiar with shape names, such as circular tree trunks. Children use their imaginations well as they investigate a wide range of natural materials. They act out real life situations in the 'mud kitchen', and transport materials using a variety of equipment such as buckets, wheelbarrows, watering cans, and pulleys. Staff provide many opportunities for children to practise skills for writing. For example, children use mud for painting with hands or mops, they make marks in mud with sticks and paint stones with coloured paint. However, staff do not always provide resources and ideas for encouraging children to write for a purpose, such as recording the findings of their investigations.

Staff use an appropriate system to assess children's stage of development and plan for their progress. They exchange important information with parents before children start at the pre-school to ensure that the outdoor learning environment will meet children's needs. Staff observe children's play and interests and record their progress with photographs and a learning and development summary each term. They liaise closely with parents and other professionals to share this information, which all contributes to promoting children's good progress in their overall development.

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

Children are happy, settled and secure. Staff get to know children well as individuals through effective communication with parents and other settings they attend. This contributes to a smooth move between home, the pre-school and other early years provision. Staff provide an environment where children's choices and differences are respected and ideas valued. Children build good relationships and friendships in the small group. For example, two children work well together digging holes, competently using spades and garden forks, talking together to organise their self-chosen task.

Staff provide clear explanations of what they expect in order that children learn about their own safety. For example, adults explain that digging tools must be pointing down and held no higher than their waist. Children understand the rules for staying safe with regard to the campfire. They know that they must only go into the 'fire circle' when invited by an adult, and to move around the outside of the seats. Children wait patiently for their

turn to toast a marshmallow, using a fire stick they had 'whittled' with a bush craft knife. Staff acknowledge children's efforts and achievements with targeted praise, so that children know what they have done well. This helps boost their self-esteem and confidence.

Staff promote children's healthy lifestyles very well. Children learn the importance of personal hygiene routines, such as washing hands before handling food or after touching objects that may harbour germs. Staff enable children to make choices from healthy options at snack time and to regularly take part in the preparation of the food. For example, they peel and chop vegetables for soup, and enjoy making bread to cook over the fire. Children spend their time at the pre-school in the fresh air, where they benefit from physical exercise, develop confidence, and learn about nature. This all helps them develop useful skills for the future.

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

The enthusiastic staff work well together as a team to ensure that the setting operates smoothly on a day-to-day basis. They have a good understanding of their responsibilities in meeting the welfare, safeguarding and learning and development requirements. Staff implement clear policies and procedures that promote children's welfare and safety. Staff have a good understanding of how to protect children from harm. This includes recognising signs and symptoms that would cause concern, and knowing the procedures to follow. Clear recruitment procedures mean that staff are checked for their suitability to work with children. Staff complete detailed risk assessments and daily checks so that they provide a safe environment for children to explore outdoors. Effective staff deployment means that children are well supervised, in order to keep them safe and support their learning.

Staff promote positive partnerships with parents. They provide useful information about the Forest Pre-school by way of written policies, emails, regular newsletters and a website. Key persons make themselves available to exchange information on a daily basis through conversation. This helps staff to meet children's individual needs well. Parents say that their children are very happy and settle quickly in a nurturing environment. They recognise that their children have developed in confidence and are learning useful skills. Staff communicate with other professionals in order to effectively support children, including those with specific needs. Staff are proactive in making contact with other settings that children attend, in order to share information to enable them to provide consistency in care and learning.

Staff regularly reflect on their practice and provision to identify areas for development. This results in clear targets and action plans to extend children's experiences. For example, they plan to provide more storage units in the woodland area to enable children to select resources more spontaneously. Staff attend training to keep their knowledge up to date. All this helps to continue to develop the service for children and parents.

The Childcare Register

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

The requirements for the voluntary 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY459642
Local authority	Hampshire
Inspection number	933655
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	16
Number of children on roll	71
Name of provider	The Outdoor Learning Company Partnership
Date of previous inspection	not applicable
Telephone number	07909241898

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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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