

Outdoor Child

The Religious Society of Friends, Quaker Meeting House, 12 Southdown Road, HARPENDEN, Hertfordshire, AL5 1PD

Inspection date

Previous inspection date

26/03/2014

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

- The quality of teaching is good. Practitioners plan effectively to provide an interesting and varied range of activities based on the outdoor learning environment. Consequently, children make good progress in their learning and development.
- Children form close bonds with their key person and with other practitioners. As a result, they are motivated and confident learners. Well-established links with parents ensure the individual care and learning needs of each child are effectively planned for.
- The leadership and management of the nursery is strong. Children are kept safe as practitioners have a good understanding of managing and monitoring risk and how to safeguard children. Robust recruitment procedures and ongoing professional development ensure all adults working with children are suitable to do so.

It is not yet outstanding because

- There is scope to share more effectively the information about planned themes and topics to enable parents to more fully support and extend their children's learning at home.
- There is scope to further develop the links with other early years settings to consistently assess and support children's newly acquired skills and interests.

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.

Inspection activities

- The inspector observed children come into the nursery. She went with them to the nearby common to observe a range of activities and lunch time.
- The inspector looked at a selection of records in relation to children's achievements and how the nursery plans for individual children's progress.
- The inspector checked evidence of the suitability and qualifications of practitioners working with the children.
- The inspector carried out a joint observation with the practitioners.
- The inspector spoke with the parents at appropriate times throughout the inspection.

Inspector

Tina Kelly

Full report

Information about the setting

Outdoor Child was registered in 2013 on the Early Years Register. The nursery is privately owned and is situated close to the centre of Harpenden, in Hertfordshire. This is a sister site to Outdoor Child in Wheathampstead. It operates from two rooms of the building and there is an enclosed area for outside play. The nursery provides outdoor learning experiences and uses Harpenden Common for most of their activities.

The nursery is managed by one of the owners who is qualified at level 3. She is supported by her business partner who is qualified at level 4 and a suitably experienced volunteer. There are currently eight children on roll who come from the immediate and surrounding areas and attend for a variety of sessions. The nursery supports children who speak English as an additional language.

The nursery opens Monday to Friday, term time only. Sessions are from 9.30am until 3.30pm. The nursery provides funded early years education for three- and four-year-old children. It is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- review how information is shared with parents about their children's developing interests linked to the planned topics to support parents and carers in supporting children's learning at home
- extend the links with other early years settings to consistently support and develop all areas of the children's learning and build on their newly acquired skills.

Inspection judgements

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

The nursery ethos is to provide a broad range of early learning experiences based on the outside learning environment. Children come into the building to register and the rest of the session is spent out of doors. Practitioners have a good understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Practitioners use the children's starting points as they come into the nursery to plan for their individual learning. They complete regular and precise assessments of children's progress. This enables them to plan a varied range of learning experiences to ensure children make good progress in all areas of learning. Practitioners are aware of the

requirement to complete a progress check at age two years and provide a written summary to share with parents to enable them to support children's developing skills at home. Information on children's progress is shared with parents through regular discussion and termly meetings. However, the information given to parents about future themes and topics is not always sufficiently detailed to enable them to fully support and extend children's learning at home.

Children are keen to come into the nursery and they settle quickly to familiar activities. They show great delight as they add to miniature gardens, which have been made in small containers. Children add mud, leaves and pictures of animals and insects. A gardening book is used as a reference, so children learn about real plants and about animals and insects that live in the garden. Children are very familiar with the routine and they eagerly gather together, ready to walk out to the common. The nursery uses the same route each day, so children know where they can stop for lunch and for the planned activities. Practitioners teach children about different aspects of the community as they walk along the pathway, cross the road and set off to explore the woodland area. Children have freedom to run, climb trees and to explore. Practitioners teach children through a range of different learning styles and materials. All areas of learning are covered through planned activities, discussion, experiments and free play. A range of resources are taken out on site in backpacks. Practitioners produce scissors for cutting leaves, crayons and paper for children to draw ducks and to experiment by looking at the marks that different sticks and leaves make on the paper. The practitioners teach children to look at the similarities and differences in their environment. They show them that there are many different types of duck. A reference book is used to find out about the differences between the male and female birds by the colours of their feathers. Children are confident in joining in to share their own experiences because they tell adults about Mallard ducks and ducklings. Practitioners support the language and communication skills of all children, including those who speak English as an additional language. Adults speak clearly to children and give them time to think about their answer to give a clear and thoughtful response. Practitioners introduce songs and stories throughout spontaneous play and planned activities to extend and promote children's language. Practitioners teach children simple mathematical and problem solving skills as they talk about 'how many' and the size and weight of sticks and stones. Children drop the items into the pond and are asked to guess if they are going to float or sink. Large leaves and logs are tested. Children show great delight as learn that the heavy items always sink, regardless of the size. Practitioners teach children about the lives of the animals that live in the woods. Children are very knowledgeable as they are familiar with the topic through stories and previous experiences. They take great delight in talking about bee hives, mouse holes, rabbit warrens and badger setts. Staff talk to the children about birds and look for nests high up in the trees. Children decide to make their own nests. They have freedom to explore and search around a designated, safe area for suitable sites and different materials. Children climb through the undergrowth, crawl under the bushes, dig up moss and collect feathers and leaves to add to their own and very individual nests.

Practitioners use their extensive knowledge of the natural environment to plan a broad range of interesting and challenging activities, which encourage children to learn. Practitioners teach children to make independent choices about what they want to do.

Consequently, they develop skills to support the next stage in their learning and their move to school.

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

Children form strong bonds with their carers and other children attending the nursery. Practitioners take account of children's individual needs with detailed information obtained from parents. There is a robust settling-in process and a key person system is in place to help children build relationships with staff. During the outdoor sessions, all practitioners take responsibility for children's well-being. Children learn about the needs and feelings of others as practitioners teach them to share, take turns and be aware of how their actions impact on others playing nearby. Practitioners have a straight forward approach to behaviour management and they explain clearly to children what is expected of them at all times. Practitioners reinforce good behaviour with praise and encouragement.

Children's safety and well-being is of high priority. They respond well to practitioners as they listen and learn to manage their own safety, especially when outside. Children are very aware of their own safety. They hold onto a rope handle as they walk out in the community. Children all stand together to cross the road and talk about the traffic. They are part of the decision making process to cross the road when it is safe to do so. When playing in the woodland and close to the pond, staff are extremely vigilant. Children understand the simple rules that are in place to keep them safe. They use a bridge to drop items into the water and know they must always be in sight of a member of staff as they play and explore. There is a continual presence of adults who do not over control children's actions but support them in learning how to deal with their own safety, feelings and social situations.

Children's independence is supported to a high level. Children take responsibility for finding their coats, putting on outdoor shoes, water proof clothing and high visibility tabards. During the walks in the woods, children carry their own rucksacks. They can have a drink or snack when they feel thirsty or hungry. A suitable base camp is found for lunch time and children help to clear the area of sticks as they settle for a picnic lunch. Toileting arrangements are extremely managed well. The nursery provides a portable potty style seat and a pop-up tent for privacy. Children learn good personal hygiene routines throughout their time outside. Disposable wipes are in constant use with regards to toileting, before eating and when children have handled feathers and wet mud. Consequently, children are developing good practical and social skills, which means they can move onto other early years settings with confidence.

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

Children are protected because safeguarding regulations and requirements are appropriately met. The nursery uses the Local Safeguarding Children Board code of practice to ensure practitioners have a good understanding of safeguarding issues. They know how to recognise, report and record concerns because they have attended relevant training. A robust recruitment procedures and induction process, including required

background checks, ensure all adults working with children are suitable. Effective risk assessments are in place taking into account the extensive outdoor play and learning experiences. All practitioners are highly vigilant and they identify suitable areas for children to play and have lunch. They teach children the boundaries by talking about the rows of bushes and edge of the muddy hill area and explain they can go further when all the children are ready to move on together. Practitioners deploy themselves strategically around the designated area and they are fully aware of the importance of monitoring each child and the overall environment. This is further supported as adults and children wear high visibility tabards.

The nursery is managed on a daily basis by the two registered individuals. They demonstrate a good knowledge of the Early Years Foundation Stage. Observations and assessments are effective in monitoring children's progress. Practitioners understand their responsibility to promote the learning and development of all children. They do this very successfully in the outdoor environment because they have attended additional training on teaching woodland skills. The management consistently review the planning and learning opportunities for children with an effective evaluation process. This includes the views of volunteers, parents and children. Regular meetings give practitioners time to evaluate children's progress and to plan for their continued learning. They take time to share aspects of their practice through cluster meetings with other early years providers. However, when children attend other early years settings, the nursery does not always have sufficiently strong links to ensure they consistently support children's newly acquired skills and interests.

Very effective partnerships with parents have been established. As a result, parents speak very highly of the attention given by the practitioners. Families choose the nursery because of the outdoor learning experience. They are very pleased with the interesting and challenging play experiences their children take part in. They are regularly informed about their child's learning through daily discussions and by email.

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	EY469227
Local authority	Hertfordshire
Inspection number	939202
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	16
Number of children on roll	8
Name of provider	Outdoor Child Limited
Date of previous inspection	not applicable
Telephone number	01582855054

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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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