

Outdoor Child

St. Peter's C of E Church, The Dell, Lower Gustard Wood, ST. ALBANS, Hertfordshire, AL4 8RU

Inspection date

Previous inspection date

28/03/2014

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.
- Well-established links with parents ensure the individual care and learning needs of each child is effectively planned for. Children form close bonds with their key person and with other practitioners and as a result they are motivated and confident learners.
- 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.

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 come into the setting. She went with them to the nearby woods to observe a range of activities and snack 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 nursery is privately owned and was registered in 2013 on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It is a sister site to Outdoor Child in Harpenden. The nursery operates from a church hall on the outskirts of Wheathampstead, Hertfordshire. There is an enclosed area for outdoor play. The nursery provides outdoor learning experiences and uses adjoining woods for most of the 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 attend for a variety of sessions. The nursery supports children who speak English as an additional language. Children come from the immediate and surrounding areas and attend for a variety of sessions. The nursery opens Monday to Friday, term time only. Sessions are from 9.30am until 4pm. The nursery runs a holiday club that operates from 10am until 4pm. 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 children developing interests linked to the planned topics to enable them to support children's learning at home
- extend 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 in the outside learning environment. Children arrive at the site and play outside during registration and as they get ready to move out to the woods to play for the rest of the session. Practitioners have a good understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Children's starting points are identified as they come into the setting and are used to identify the next steps in their learning and used as the basis for their future learning. However, practitioners are not always fully informed about the next steps in children's learning that have been identified at other early years settings. This means they are not always able to fully support children's specific learning outcomes, however, the quality of teaching is good. Practitioners complete regular and precise assessments of children's progress. This enables them to plan a varied range of play 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 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 detailed enough to enable parents to fully support and extend children's learning at home.

On arrival children are keen to come to the nursery garden and they settle quickly to familiar activities. They are very excited to look for their own, named gardens, planted up in large flower pots. Practitioners teach children to look for differences. They talk about the sizes of leaves and look to see how their flowers have grown. Children rearrange the stones, fir cones and feathers in their pot. They learn about nature and the process of growing through well-planned activities and focused learning experiences. Children are very familiar with the daily routine. They eagerly gather together to put on their backpacks as they are ready to walk out to the woods. The nursery uses the same route each day so children know where they are going, they can stop to play and for the planned activities. Children have freedom to run, explore in the undergrowth and climb large mud slopes. An area is identified as the base camp for children to return to during the session and for their snack. Practitioners provide resources which promote and stimulate children's imaginative play and social skills. Pots, saucepans, sieves and small containers are set out in an undergrowth den. Children find leaves, fir cones, sand, twigs and stones to build on a very complex home play and cooking experience. They decide on where to cook and serve cups of tea and dishes of dinner to children and adults sitting on logs. Children's personal, social and language skills are developing to a very good level as practitioners join in to support and extend the learning experience. Practitioners teach children using the natural resources set around the woods. Playing in a large mound of sand is a favourite activity. Children change and adapt their environment as they take sand to make dinner in the den. They are encouraged to act on their own ideas and practitioners encourage them to move large sticks and logs. Children are willing to have a go, they find out and explore in their own time. Practitioners teach children simple mathematical and problem solving skills as they talk about the different sizes of containers in the sand. They ask the children to think about how shapes fit together, to count and estimate what they need to build large sand castle cities.

The practitioners take a selection of resources out on site in backpacks. Adult-led activities, such as making cards for Mother's Day are managed well. Children sit on the logs and they make their own decisions on how to rest the paper on the ground or on a log. Practitioners ask them to choose from different coloured paper, they talk about the shapes before gluing grass seeds onto the cards. Children are beginning to learn how to recognise the letters in their names. They repeat the sounds and copy their names on to their artwork. 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 skills. Practitioners teach children to make independent choices about what they want to do. They 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

through a range of different learning styles and materials. All areas of learning are covered through detailed planning of activities, discussion, experiments and free play. Consequently, children develop skills to support the next stage in their learning and the move onto 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 staff 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. Staff reinforce good behaviour with praise and encouragement.

Children's safety and well-being is of high priority. Children respond well to practitioners as they listen and learn to manage their own safety, especially when playing in the woods. They learn to take care in the car park and use the grass path to walk safely to the woods. Children's physical skills are developing to a very high level. They move large sticks and logs. They use logs set along the pathway to practise their balancing skills. Children understand the simple rules that are in place to keep them safe. They 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 children 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 backpacks and carrying them during the walk to base camp. Children can have a drink or snack when they feel thirsty or hungry. A suitable base camp is found for snack time and children help to make the area safe by moving logs to sit on. Toileting arrangements are extremely well managed. 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, sand and wet mud. Consequently, children are developing good practical and social skills, which mean they can move onto other early years settings and school 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 staff 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 procedure and induction process, including relevant background checks, ensures all adults working with children are suitable. Effective risk assessments are in place taking into account the outdoor play and learning experiences. Practitioners are highly vigilant and they identify suitable areas for children to take part in planned activities and for free play. Practitioners teach children the boundaries by talking about the path way that links the different play areas. Staff deploy themselves strategically around the designated area. They are very aware of the importance of monitoring each child and the overall environment at all times.

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 practitioners 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 children's continued learning. They take time to share aspects of their practice through cluster meetings with other early years providers.

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 learning experiences their children take part in. Parents access information about the nursery through a social networking site and they are regularly informed about their child's learning through daily discussions and by email.

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	EY461961
Local authority	Hertfordshire
Inspection number	939216
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
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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