

# Little Oaks Forest School

Nonsuch Park Nursery Lodge, Ewell Road, SUTTON, Surrey, SM3 8AL

## Inspection date

Previous inspection date

09/06/2014

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

1

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 learning environment is exemplary, giving children excellent opportunities to be curious, explore, and be independent active learners.
- Staff have exceptional skills in teaching children how to manage risks. As a result children have a mature understanding of how to manage their personal safety.
- Children are confident communicators, sharing their ideas and thoughts, using a wide vocabulary and expressing themselves very well.
- Staff are skilled at facilitating child-initiated play, giving good support for children's independence.

### It is not yet outstanding because

- On occasion, staff do not fully support children's problem-solving skills, which can reduce their opportunities to find their own solutions.

## 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 at play indoors, in the garden and in the forest school.
- The inspector and manager carried out a joint observation.
- The inspector spoke to parents to gather their views.
- The inspector sampled a range of documentation.

## Inspector

Susan McCourt

## Full report

### Information about the setting

Little Oaks Forest School registered in 2013. It is privately owned and operates from an historic building, the Nursery Lodge, in Nonsuch Park, Cheam in Surrey. The owner has one other setting. The children have the use of four playrooms, plus a garden and a separate covered outdoor area. Children have daily opportunities to attend the forest school aspect in Nonsuch park. The setting also cares for small animals, such as rabbits and guinea pigs. The provision is registered on the Early Years Register. Opening hours are weekdays from 8am to 4.30pm for 48 weeks of the year. The provision supports children who have special educational needs and/or disabilities and children who speak English as an additional language. There are 10 members of staff, all of whom hold relevant qualifications from Degree to level 3 in Early Years Childcare and Education. They have 71 children on roll, and receive funding for free early education for children aged two, three and four years.

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

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

- enhance staff's teaching to consistently support children's problem solving skills.

### Inspection judgements

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

Staff have a very good understanding of how to meet the learning and development requirements. They provide a broad and balanced range of exciting and interesting activities for children which cover all areas of learning. Staff demonstrate a very skilled approach to assisting child-initiated play and bringing out the opportunities for learning. In this way, children are continuously absorbed in purposeful play and make good progress in their learning, given their starting points and capabilities.

Staff have very strong teaching skills. They are alongside children as they play and talk with them about what they are doing. Staff use and repeat key vocabulary, as well as introducing new and complex words, giving children good opportunities to consolidate and expand their vocabulary. For example, children making pictures with shapes talk about triangles and the sides of a shape, while staff introduce words such as hexagon and octagon. Staff greatly value what children say and consistently give them time to think and respond. As a result, children are confident communicators and have established skills in expressing their ideas and thoughts. Staff support children's critical and creative thinking very well, asking open questions to encourage children to think about what might happen and what they could do. For example, children use guttering as a chute and experiment with how high they want the chute to be. However, very occasionally staff do

not take natural opportunities to support children's problem-solving, such as how to safely transport tadpoles to the pond. Children have strong counting skills and staff involve children regularly in practical opportunities to count. Children join in the headcounts before, during and after walks and count the chimes of the clock to see what time it is. Children are also skilled at calculating and can work out how old they will be in three years' time, or how much older they are than a friend. A key feature of the nursery is the forest school and staff use their expertise very well to include the whole curriculum in the extensive grounds of their park. Children build dens, explore natural features such as long grass and wild flowers and examine a variety of creatures. The forest school is a public place, and children are given clear, strong support to manage their safety. As a result, children know what to do if dogs run over to them, can judge how to climb and descend specific trees, and know how to behave around an open fire. Even very young children are very clear about what is expected of them, and display good skills in self-management. In this way, children can follow their curiosity and behave very responsibly, learning about the natural world at each step of the way.

Staff work closely with parents to establish children's starting points and make detailed observations of children's abilities, interests, confidence and learning styles. Staff then devise activities to support the child's identified next steps so that plans are closely targeted to support children's progress and development. Staff reflect on and evaluate each day's provision to make adaptations so that as each child learns and that the subsequent plans build immediately on the previous learning. This gives children very good opportunities to progress. Staff write summary reviews of children's achievements in each area of learning each term, and complete a tracker to show how it relates to expected levels of development. Staff use this to identify and address any achievement gaps, and can use additional tools, such as a speech and language tracker, to support specific issues. Staff observations and assessments includes the progress check for children aged two-years. Parents talk with staff at handovers and in parents' consultations to discuss children's progress. They add achievements from home which helps to build a strong partnership. Staff talk together about children's progress to share ideas and ensure that all staff know all children extremely well. As a result, children make strong progress in their learning and development.

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

Staff have a highly effective key person system. Children play a large part in deciding who their key person is as staff will see who children bond with when they first arrive. The key person works with the child and family throughout their time in the nursery, allowing time for a very supportive relationship to grow, and for children to feel very secure. Staff tailor the settling-in process to make sure that children and parents are confident to separate. Parents comment on how reassuring staff are, sending messages home when an upset child calms, or calling them if the child needs them. In this way, children gain in confidence and soon feel a great sense of belonging. The well-being of the children in this setting is outstanding. Staff have created an exemplary learning environment. The playrooms inter-connect and staff support children to move freely between the rooms and the garden. Resources are of extremely high quality and staff organise them thoughtfully

so that children can combine different equipment to create their own challenges. The garden offers as wide a range of activities as the indoor area. All aspects of the curriculum are present outdoors, with the added benefit of a series of hutches for small animals, a covered craft area, a mud kitchen, story circle and fire pit. Staff maximise the time available for children to devise their own challenges and pursue their ideas, making them active, independent learners.

Children have exceptional opportunities to enjoy a healthy lifestyle. They eat fresh fruit and salad items every day and enjoy meals in social groups. Children have easy access to a drink of water at any time, including the forest school. Children know when they need to wash their hands and they follow well-established hygiene routines. Children have excellent opportunities to develop their physical skills. Staff use their considerable expertise to teach children safe behaviours and as a result, children have good skills in assessing and managing the risks they want to take. For example, very young children learn to walk on uneven ground through the forest school and this means they learn to balance and make rapid progress in their mobility. As children grow, they learn to clamber over, under and through low trees and large shrubs. Children relish opportunities to roll down slopes and slide on earth mounds. Children develop their small muscles in a wide range of activities. They manipulate small objects in construction and craft activities, and enjoy early writing as they make maps and identify key features.

Children's behaviour is excellent. They show a mature understanding of how rules keep them safe and support their play, so they are able to cooperate and take turns from an early age. Children explain the rules to their new friends, and are very clear about what is expected from them. Staff support children to say what they need and to use words to express their feelings. As a result, children show great understanding when they see their friends are upset or shy, because staff always treat them very empathetically. Children's natural curiosity and exploratory instincts are very well fostered, as their surroundings supply endlessly fascinating challenges. Children develop a strong impulse to learn and as a result, giving them exceptional skills for their future learning.

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

Leaders and managers have a strong understanding of how to meet the safeguarding and welfare requirements. The registered person is an experienced provider who is present in the setting, working alongside staff on a regular basis. The senior team have well-established working methods which mean they have been able to set a high standard and reach a consistently good quality of provision in a short period of time. Induction and probationary periods give managers time to assess the skills of new staff, and ongoing supervision and appraisals identify staff's professional development needs. Staff and managers work together in all aspects of the work, and senior staff encourage reflective practice, making continuous enhancements to the provision. For example, they have moved the role play area for the benefit of children. Staff also use parents' comments and ideas; adding a grab rail and safety gate at the step from the playroom. Senior staff act as role models and mentors, coaching staff as they work. Managers also review the folders of

children's work to ensure that staff are recording and supporting children's learning consistently. Staff value the experience of their seniors and readily ask for ideas and strategies where they find children's achievement gaps. This means they can work together to analyse what is happening and meet children's individual learning needs.

All staff are checked as to their suitability as part of the rigorous recruitment procedures. Safeguarding policies and procedures are detailed, giving staff clear guidance on child protection issues and practice. Staff are knowledgeable about the procedures and know how to report and record any concerns they have about the welfare of a child. Staff are vigilant about children's safety. Their risk management skills are very strong as they teach children to be safe around the fire pit and when climbing trees. Staff practice is extremely consistent in this regard, which means children's safety is well supported.

Parents greatly value the quality of outdoor play provided in the nursery and the forest school. They comment on the progress they have seen their children make in social and language skills and appreciate staff's flexibility over settling-in procedures. Parents receive a daily handover and regular parents' consultations to discuss children's care and progress. Parents readily share children's achievements from home, and enjoy opportunities to attend and join in at the nursery. Staff work closely with parents to explain how forest school works and other policies and procedures. This helps to build a strong partnership. Staff have a good understanding of how to work in partnership with other professionals. They have existing strong links with the local authority, which enables them to draw in help and support if a child has additional needs. Senior staff liaise with receiving schools to support children and families as they move on. This means that children enjoy consistent and coherent support.

## 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

<b>Unique reference number</b>	EY469149
<b>Local authority</b>	Surrey
<b>Inspection number</b>	938677
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	1 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	71
<b>Name of provider</b>	Angela Jane Clift
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07887990516

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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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