

Valley Hill Forest Nursery and Kids Club



The Sports Academy Ltd, Sports Pavilion, Langston Road, Loughton, Essex
IG10 3TQ

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|--------------------------|-------------------|
| Inspection date | 18 September 2018 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| Effectiveness of leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

The provision is good

- The provider is effective in promoting opportunities for staff to develop their continuous professional development. Regular supervision and appraisal meetings help staff to feel valued and enable them to identify their own strengths and areas for improvements.
- Staff provide daily opportunities for improving children's physical development. Older children explore a stimulating range of experiences in the forest school activities they take part in. Younger children move their bodies happily to music and quickly develop awareness and enjoyment of well-known action rhymes.
- The key-person system is effective. The individual care needs of children and young babies are met effectively and they form secure bonds and attachments with staff.
- Children develop a good understanding of how to keep themselves safe from relevant risks. For example, older children learn about their safety and the safety of others, as they confidently climb, balance and jump from fallen trees in the forest area.
- Children's health and well-being is promoted well. Staff provide children with a healthy, well-balanced diet of fresh food that includes a variety of fruit and vegetables.

It is not yet outstanding because:

- Staff do not always promote effective strategies to engage parents in their children's learning, both in the setting and at home.
- On occasions, staff do not adapt their teaching to ensure that the most-able children receive high levels of challenge to help them make the best possible progress.

What the setting needs to do to improve further

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

- extend opportunities for sharing ideas and information with parents to further support their children's learning
- enhance teaching to provide appropriate challenge for the most-able children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector accompanied staff and children out of the nursery on a forest school experience.
- The inspector held a meeting with the provider. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Jo Rowley

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff demonstrate a good knowledge and understanding of how to protect the children in their care. They are alert to the signs and symptoms of abuse and are aware of the professionals to contact if a concern arises. Additionally, staff attend regular safeguarding training and are confident in the procedures to follow. The well-qualified staff team works well together. The provider regularly monitors staff teaching with observations and she works directly with children and staff in the nursery rooms, on a regular basis. This ongoing coaching supports staff and promotes a consistently good quality of teaching. Staff work effectively with other settings and professionals. They share best practice and support those children attending more than one setting by sharing information. This promotes consistency in children's learning and development.

Quality of teaching, learning and assessment is good

Children are confident and independent. They make choices about their play and staff fully encourage these choices. For example, young toddlers exploring the texture of foam with their fingers move on to feeling this between their toes. Staff support and encourage children, promoting interest and engagement in the activity. Older children demonstrate good imaginative skills in the role-play area. They share their ideas and suggestions with their peers and work together to create their own games. Staff promote children's communication and language development. For example, children have regular opportunities to share the special items they bring to nursery with staff and children. This encourages children to use their words with confidence. Staff complete regular observations and assess children's progress. They plan for children's next steps in learning and incorporate their interests into activities that engage them. This supports children to make effective progress.

Personal development, behaviour and welfare are good

Staff support and encourage children's personal, social and emotional development. They reward children with praise and support them to become independent in managing their own personal needs. Staff encourage children to follow appropriate routines, such as regular hand washing. This contributes to children leading healthy lifestyles. Children behave well. They demonstrate a good understanding of how to share and take turns and they are kind to each other. For example, children happily share the mud kitchen resources, waiting patiently for their turn, without prompt. Children develop a good sense of community. They learn about a wide range of cultures during adult-led activities. In addition to this, children have some opportunities to try traditional food from other countries during meal times.

Outcomes for children are good

All children are making good progress in their learning given their starting points and capabilities. They are acquiring the key skills they need to be ready for school or their future learning. Children are creative. They learn how to mix paint and create their own colours during activities. This promotes good opportunities and freedom for children to express their ideas.

Setting details

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| Unique reference number | EY557898 |
| Local authority | Essex |
| Inspection number | 10068557 |
| Type of provision | Full day care |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 1 - 4 |
| Total number of places | 24 |
| Number of children on roll | 23 |
| Name of registered person | Valley Hill Childcare Limited |
| Registered person unique reference number | RP557897 |
| Date of previous inspection | Not applicable |
| Telephone number | 020 3730 8538 |

Valley Hill Forest Nursery and Kids Club registered in 2018. The nursery employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above, including the provider who has qualified teacher status. The nursery opens Monday to Friday, from 7.30am until 6pm, 51 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children and for children who speak English as an additional language.

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.

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