

# Forest Friends Nursery

The Rose Day Nursery, Newland Street, Coleford GL16 8AJ



<b>Inspection date</b>	15 February 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Inadequate</b> Not applicable	<b>4</b>
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- The provider does not ensure that all staff, including the deputy lead person for safeguarding, have a sufficient knowledge of safeguarding matters. For example, they fail to recognise the main signs of abuse and do not know the procedures for reporting an allegation made against a member of staff. This compromises children's safety.
- Staff are not deployed well enough to ensure children are appropriately supervised and their needs are met.
- Staff do not manage children's behaviour in the pre-school room adequately and ignore challenging behaviour. They fail to help children understand how to manage their feelings, including how their actions and unkind words could have an impact on others.
- Supervision arrangements for staff coaching are not effective. The provider has known for some time that staff in the pre-school room lack knowledge and skills to fully support children's learning. Effective action has not been taken to address this.
- At times, staff do not make full use of assessment information to help inform their planning for children's next steps in learning.

### It has the following strengths

- Staff support younger children and babies to feel emotionally secure in their care. They create welcoming and interesting play spaces for children to explore. Children settle quickly on arrival.
- Parents report that the nursery feels like a family and that the staff are friendly and share information about what children do each day to help support continuity of care.
- The provider and staff ensure that the premises are safe and secure, to make sure children are not exposed to any risks.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure all staff, including those responsible for safeguarding, have an up-to-date knowledge of all safeguarding issues and local procedures, to enable them to respond to any potential concerns and protect children's welfare suitably	15/03/2019
ensure staff are deployed effectively throughout the setting to meet children's individual needs and well-being	01/03/2019
ensure that staff working with pre-school children manage behaviour consistently and help children to understand how their feelings and actions affect others	15/03/2019
implement appropriate arrangements for the supervision of staff to improve the quality of teaching for older children, so that it is of a good standard.	15/03/2019

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

- make better use of assessment information to plan for and extend children's learning experiences.

### Inspection activities

- The inspector observed activities and staff interactions with children playing and learning indoors and outdoors and she assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector reviewed a range of documentation, including samples of policies and procedures, children's records and evidence of staff suitability.
- The inspector spoke with children, parents and staff at appropriate times and took account of their views.
- The inspector held discussions with the owners, of which one is the manager, about future development plans, staff's professional development, safeguarding and risk assessment.

**Inspector**  
Jan Harvey

## Inspection findings

### Effectiveness of leadership and management is inadequate

The provider, who is the manager, has not dealt with the most significant weaknesses in the provision, despite making some recent improvements to the learning environment. Safeguarding is not effective. Although the provider is familiar with the safeguarding procedures, she has failed to ensure that all her staff have a suitable knowledge of how to protect children's welfare. Staff do not have sufficient knowledge of how to keep children safe, despite having attended training. For example, some staff fail to identify the main signs of abuse and do not understand wider safeguarding issues. Additionally, the provider does not consider how to deploy staff effectively to meet children's needs. For example, staff leave the room without considering if there are sufficient adults present to supervise children effectively. This compromises children's welfare. Supervision of staff is poor. The provider has not acted swiftly enough to improve weak teaching practice and behaviour management with older children. She has failed to provide successful development opportunities, such as training or coaching, to raise staff's skills to a good level. This does not ensure that outcomes for older children are good. Furthermore, staff do not use information from their assessments consistently to ensure each child receives sufficient levels of challenge to match their learning needs. Partnership with parents remains strong. For example, staff make children's development records available to parents to support learning at home. They share details of children's care and learning with other settings that children also attend.

### Quality of teaching, learning and assessment is inadequate

Poor teaching and behaviour management strategies have a negative impact on children's learning and development, particularly in the pre-school room. For example, staff ignored children's attempts to draw on a whiteboard and did not encourage their early writing skills. Children became bored and disinterested in their learning and walked away. Staff do not use their skills to interact with, challenge or support older children's learning to help them make good progress. They are aware of children's interests and abilities but do not ensure all children are included or supported effectively during activities. For example, staff sat with the pre-school children but did not engage sufficiently with them to extend their learning. As a result, some children lay on the floor or wandered around the room with no purpose. Staff do not help older children understand that when noise levels in the room become loud, it is difficult for anyone to hear or communicate. Additionally, some children do not listen to each other or reply to adults asking questions. However, staff promote younger children's learning suitably, such as when supporting their pencil grip, as young children make marks on the playground with chalks. Staff working with babies encourage and praise their developing physical skills, for example as they climbed in and out of the sandpit.

### Personal development, behaviour and welfare are inadequate

The provider fails to ensure staff are deployed effectively to support older children's welfare and emotional well-being. For example, one member of staff is left alone to manage 10 pre-school children, some with poor behaviour, despite other staff being available. Staff working with the older children show a limited understanding of how to support children consistently to develop positive attitudes. They do not ensure that all

pre-school children have access to the same learning opportunities as others because some children play in very negative ways. For example, some children did not allow others to play freely outside and demanded the whole group stay inside. They tried to dominate other children's play, demanded resources and interrupted activities. Staff failed to manage this behaviour and did not react promptly, particularly when children loudly issued instructions to others, such as 'sit there and don't move'. As a result, some children looked sad and were reluctant to move. They looked to staff for support and received no clear messages to help them understand behavioural expectations. Staff do not support children's emotional welfare in these situations. Staff encourage children to enjoy plenty of exercise in the garden. They help children learn about routines that promote their physical health. Caring staff provide emotional support for younger children and babies.

### **Outcomes for children are inadequate**

Pre-school children do not make the progress of which they are capable. They do not learn about acceptable behaviour and the consequences of their conduct on each other's feelings and learning experiences. This limits older children's development and does not prepare them well for school. However, older children are competent to go to the toilet on their own, wash their hands independently and clear away their own plate and cup after snack. Younger children, including babies and those for whom the provider receives additional funding, benefit from their experiences. For example, babies develop their early communication skills as they enjoy learning rhymes and songs. Toddlers enjoy choosing from the range of resources on offer, express their ideas and explore positively. They learn how to count and name colours, choose books to read and name objects and shapes they can see.

## Setting details

<b>Unique reference number</b>	EY542120
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10091901
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 7
<b>Total number of places</b>	32
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Forest Friends Nursery Ltd
<b>Registered person unique reference number</b>	RP542119
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07716095551

Forest Friends Nursery registered in February 2017. It was previously known as The Rose Day Nursery. The nursery is situated in Coleford, Gloucestershire. It offers care from 7.30am to 5.30pm Monday to Friday, all year round. The nursery employs five staff. The manager and deputy manager hold appropriate childcare qualifications at level 5 and all other members of staff hold appropriate childcare qualifications at level 3. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years old.

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