

Diggers Forest School Nursery

South Gardens, South Harting GU31 5QJ



Inspection date	10 April 2019
Previous inspection date	21 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

This provision is good

- The manager is ambitious and very experienced. She accurately sets targets and works closely with the provider and staff to successfully implement these. The views of parents and children are included in the evaluations of the nursery to help make continuous improvements.
- Staff know children well and they have good relationships with them. They help younger children to settle and reassure them as necessary with cuddles and soothing words. This helps to support their emotional well-being.
- Staff effectively enhance children's physical development. For instance, older children enjoy walking to their designated play area in the woods and delight in using swings which they help to make. Staff successfully help younger children's balancing and coordination skills when climbing up steep slopes.
- Staff support children with special educational needs and/or disabilities (SEND) well. They adapt activities accordingly to help ensure all children can take part. Staff work closely with parents to share information about their children's individual care and learning needs.
- Parents are very complimentary about the nursery. They say that their children's confidence and speaking skills have increased since coming to the setting. Staff invite parents to meetings to discuss their children's progress and they also have daily discussions.
- The management team has not fully developed the links with other professionals involved in children's lives to share what they know about children's learning and development.
- The staff monitoring procedure is not sharply focused to help each member of staff extend their knowledge and raise the quality of teaching to the highest level.

What the setting needs to do to improve further

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

- strengthen partnerships with other professionals involved in children's lives, to support continuity in teaching and care
- make greater use of existing staff monitoring procedures to more precisely identify areas to develop further and raise the quality of teaching to a higher level.

Inspection activities

- The inspector went on a walk with the children and staff to the woods. She observed the quality of teaching during activities outdoors and indoors. She assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector held meetings with the management team. She spoke to staff and children at appropriate times.
- The inspector looked at samples of children's records. She also looked at evidence of the suitability of staff working with the children.
- The inspector spoke to some parents and took account of their views.

Inspector

Maura Pigram

Inspection findings

Effectiveness of leadership and management is good

Since the last inspection, there is a new staff team in place. They work together well to share their knowledge and the well-qualified staff members are good role models for less experienced staff. The management team ensure that robust recruitment, vetting, induction and supervision procedures are followed. They encourage staff to do continuous training and professional development. For instance, some staff have completed qualifications related to outdoor learning. This has a positive impact on the experiences offered to children. The arrangements for safeguarding are effective. Staff have a secure understanding of the procedures to follow if they have any concerns about children's welfare. Staff continually risk assess all areas and supervise children at all times in the surrounding areas. The manager regularly checks children's progress to identify and address any potential gaps in learning. She helps staff to develop a deeper understanding about assessment procedures and how different groups of children learn.

Quality of teaching, learning and assessment is good

Staff plan activities based on children's interests and they encourage children to develop a deep understanding of the world around them. Staff effectively use children's natural curiosity to help develop their language and understanding. For instance, staff talk to children about what they are doing and children attempt to copy what they say. Older children enjoy taking part in sensory experiences, such as mud painting. Staff show them how use brushes and rollers to make leaf rubbings and pictures of their own choice. This helps to support their early mark-making skills. Staff successfully use various strategies, such as visual aids, to support children who speak English as an additional language. Children are inquisitive and thoroughly enjoy helping to make dough. They discuss how to make it less sticky and successfully make items of their own choice.

Personal development, behaviour and welfare are good

Staff are very attentive to children's needs. They promote children's health with nutritious meals and an abundance of exercise, such as when exploring the vast outdoor play areas and woodland. Staff encourage children to develop good self-help skills from an early age. For instance, children confidently carry their plates and collect their boots in readiness for outdoor play. Children behave very well. Staff consistently praise the children, helping to promote their confidence and self-esteem. Children are very aware about how to keep themselves safe, such as when they are near the lakes. They know the boundaries that they must follow when playing outdoors. For instance, children confidently tell visitors that they must not go past the painted mushroom signs.

Outcomes for children are good

All children successfully gain the skills they need to move on to the next stage of their learning or school. This includes children who receive funded education, children who speak English as an additional language and those with SEND. Children are very confident and eager to learn. They make independent choices about their play. They know from a very young age how to manage risks to keep themselves safe. Younger children learn new words and attempt to communicate these. Older children know how to problem solve and learn how to count.

Setting details

Unique reference number	EY491076
Local authority	West Sussex
Inspection number	10076520
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	22
Number of children on roll	43
Name of registered person	Diggers Club Ltd
Registered person unique reference number	RP534729
Date of previous inspection	21 April 2016
Telephone number	01730825622 01730 826711

Diggers Nursery registered in 2015. It operates from the Scout Hut in South Harting, near Petersfield, Hampshire. The provider employs nine members of staff. Of these, six hold qualifications at level 2 or above. Three staff members hold forest school qualifications. The nursery is open Monday to Friday from 8am to 5.30pm, all year round, with the exception of Wednesdays when the nursery closes at 4pm. The provider is in receipt of funding to provide free early education for children aged three and four years.

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