

Out There Kindergarten

252 Scout Group, Stonechat Gardens, Stapleton BS16 1UQ



Inspection date	7 May 2019
Previous inspection date	14 November 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 management team works closely with staff to evaluate their practice and make positive improvements. For example, managers have successfully addressed the actions set at the last inspection and improved their risk assessment skills to support children's safety well.
- Staff are caring and welcome children warmly on arrival. Children respond happily to the frequent praise and encouragement staff give, and develop positive self-esteem.
- Children benefit from frequent opportunities to play out in the fresh air, explore different outdoor environments and develop their physical health and mobility.
- Staff provide a wide range of purposeful learning experiences for children that motivate their interests and support them well to make good progress.
- Positive partnerships are formed with parents. Staff liaise with parents effectively to get to know their children's specific needs well, settle them in easily and support their care and learning.
- At times, noise levels become high and the organisation of some group activities, such as to support children's awareness of letters and sounds, does not support their full concentration as well as possible.
- Staff sometimes miss opportunities to encourage children's thinking skills further. For example, to support them to solve simple practical problems and extend their learning within activities more consistently.

What the setting needs to do to improve further

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

- improve the noise levels and organisation of small-group activities to fully support all children's concentration consistently well
- make more consistent use of opportunities to help children think for themselves and develop their problem-solving skills further.

Inspection activities

- The inspector observed children's interactions in play indoors and outdoors, and discussed their learning and development with staff.
- The inspector viewed documentation, such as operational policies, procedures and required records, including staff qualifications and first aid certificates.
- The inspector took into account the spoken and written views of parents.
- The inspector undertook a joint observation with the provider and discussed the quality of teaching.
- The inspector had discussions with the provider, such as about self-evaluation and how this helps staff make continual improvements.

Inspector
Mary Daniel

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The management team and staff are knowledgeable about how to keep children safe and understand signs that may indicate a risk of harm. They know procedures to follow in the event of any concern. The management team implements good communication systems and staff work well together as a team. Managers support staff development effectively. For example, recent training has helped raise staff awareness of how to encourage children's language skills. Parents speak highly of the kindergarten and say staff keep them well informed of their children's learning. The management team and staff monitor children's achievements regularly in liaison with parents and other providers children attend, to promote a continuous approach for their care and learning needs.

Quality of teaching, learning and assessment is good

Staff encourage children's imaginations well. For instance, younger children have great fun collecting mud, leaves and twigs and mixing them with water to make their 'potions' in the mud kitchen. Older children invent different ways to use clay and pieces of driftwood to make a 'dinosaur house'. Staff support children's understanding of nature and technology, and their communication skills, effectively. For example, they introduce words such as 'pollinate' and 'camouflage' when talking about bees and how animals live. Children use their words well and say, 'animals hide to help them catch their prey'. Children eagerly use real cameras to take photographs of the flowers and wildlife they see. They learn which are dandelions, cow parsley or daisies. They like experimenting with magnifying glasses to look at the bugs they find and say, 'this looks bigger and now looks smaller'.

Personal development, behaviour and welfare are good

Staff actively promote children's physical well-being. For example, children enjoy going for local walks, such as to a nearby meadow, where they run freely and gain confidence walking across different terrain. They excitedly lift and shake a colourful parachute and run under, round and over this in a game. Staff encourage children's awareness of healthy eating effectively. For instance, children enjoy different fruits for their snack and they help to make apple and cinnamon cake or banana bread. Staff support children well to manage their emotions and be kind to others. For example, children enjoy their 'reflection' time at the end of the day. They 'catch' and give a 'happy smile' to a friend and learn how to relax through breathing calmly.

Outcomes for children are good

Children develop the key skills to help them prepare for their move on to school. They learn to take responsibility, such as to keep themselves safe, and know they need to wear helmets and goggles when playing 'builders' in the 'rubble area' outdoors. Children show interest in numbers and develop their early writing skills well. For instance, younger children use a tape measure to see how long things are and say, 'it's 25 million and seven'. Older children show control using pens to form recognisable shapes and letters.

Setting details

Unique reference number	EY560249
Local authority	Bristol City of
Inspection number	10091483
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	28
Name of registered person	Out There Forest School and Kindergarten Ltd
Registered person unique reference number	RP546744
Date of previous inspection	14 November 2018
Telephone number	07948 674811

Out There Kindergarten registered in 2018. It is located in the Stapleton area of Bristol. The kindergarten is open on Tuesday, Wednesday and Thursday, term time only, from 8am until 5.30pm. There are five members of staff who work with the children. Of these, two hold qualified teacher status, one holds an early years qualification at level 6 and one at level 3. The setting is in receipt of funding to provide early education for children aged three and four years.

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