

Forest Nursery Limited

Forest Lane, Pewsham, Chippenham, Wiltshire SN15 3QU



Inspection date	4 June 2019
Previous inspection date	15 February 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

- Leaders have a clear and ambitious vision for the nursery. Self-evaluation is effective in reflecting accurately on the strengths and areas for further development. Leaders show a strong commitment to continually building on the good-quality care and learning they provide for children.
- Leaders and staff develop strong partnerships with parents. They share information about children's achievements and offer suggestions for how parents can help children learn at home. Children make good progress from their starting points.
- Staff provide very good support for children with special educational needs and/or disabilities. They work successfully with parents and outside agencies, to provide consistency in helping children to make good progress in their learning and development.
- Staff have a secure knowledge of how young children learn. They support children's speech and language development well. For example, staff listen and respond to babies' babble consistently and introduce new words into their vocabulary.
- Children behave well. Staff are caring and are good role models. For example, they help children understand how to take turns, share and be kind and respectful to others. Babies develop close and affectionate relationships with staff and feel secure.
- At times, staff do not provide children with the highest level of challenge during activities to build on children's critical thinking skills and to help them to solve problems by themselves.
- Although staff supervise children well, they do not make the best use of some opportunities that arise to help develop children's awareness of assessing risks for themselves and how to avoid potential accidents.

What the setting needs to do to improve further

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

- offer more opportunities to help children to think for themselves and develop their problem-solving skills further
- make the most of opportunities that arise to raise children's awareness of safety and how to assess risks for themselves.

Inspection activities

- The inspector observed activities and the quality of teaching throughout the nursery.
- The inspector held discussions with the manager. She spoke with children and staff at appropriate times.
- The inspector looked at a sample of documentation, including staff suitability checks, policies and procedures. She viewed planning records and documentation relating to children's progress.
- The inspector took into account the views of parents.
- The inspector conducted a joint observation of staff practice and discussed with the manager how she monitors and supports staff.

Inspector

June Robinson

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Leaders and staff have a good understanding of child protection issues and the procedures to follow if they have concerns about the welfare of any child. Leaders follow safe recruitment guidelines to ensure new staff are suitable and existing staff remain so. They have developed effective systems to support the well-qualified staff. For example, leaders hold regular meetings, observe staff and provide training to update staff's professional skills. For instance, since the last inspection, staff have made good use of opportunities to enrich children's understanding of mathematical language and concepts as they engage in everyday play and activities. Staff work in effective partnership with schools to aid children's transition to starting school.

Quality of teaching, learning and assessment is good

Staff complete regular observations of children's development and track children's progress well. They identify and swiftly address any learning gaps for individual children. Staff use their good knowledge of children's individual achievements to plan interesting play activities that enhance their learning. Young children engage in their play for significant amounts of time and enjoy the activities planned for them. For instance, babies enjoy taking part in 'song bag' activities where they relish taking part in action songs and rhymes. Staff plan a stimulating environment for children's play and exploration. Children enjoy exploring and discovering. For example, they work cooperatively to pick grass and leaves, and add them to water to make grass soup.

Personal development, behaviour and welfare are good

Staff implement thorough settling-in procedures to help children feel safe and secure when they first start. For instance, staff offer older children the opportunity to speak to their parents on the telephone when they feel uncertain on their first day in the nursery. Children have plenty of opportunities to be active outdoors. For example, older children enjoy developing their emerging physical skills. They develop good levels of self-esteem and proudly share with staff how good they are at balancing on beams. Children develop a good understanding of their world. For instance, they take part in seasonal walks in the local community. Children are confident in managing routines for themselves. For example, older children skilfully serve their cooked lunch themselves and confidently scrape their leftovers into a bowl.

Outcomes for children are good

Children concentrate on activities they enjoy for long periods of time. They remain engrossed in creative activities where they use a wide variety of recycled materials to make models. Children develop confidence in using technology, such as using a mouse to operate age-appropriate computer programs. They develop their early literacy skills well. For example, they recognise letters on the computer keyboard when they type their names. Babies enjoy discovering a range of media and materials and investigate using all of their senses. Young children use early number language spontaneously as they build towers with blocks. All children, including those who speak English as an additional language, make good progress from their starting points and gain the skills needed for their future learning and eventual move to school.

Setting details

Unique reference number	EY245238
Local authority	Wiltshire
Inspection number	10066874
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	35
Number of children on roll	16
Name of registered person	Forest Nursery Limited
Registered person unique reference number	RP907333
Date of previous inspection	15 February 2016
Telephone number	01249 462626

Forest Nursery registered in 1995 and is located in Pewsham, Wiltshire. The nursery employs five members of staff, four of whom hold appropriate early years qualifications from level 2 to level 6. The nursery opens from Monday to Friday from 7.30am until 6pm, all year round. The nursery provides funded early education for children aged three and four years.

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