

Forest Friends Nursery

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



Inspection date	5 June 2019
Previous inspection date	15 February 2019

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This is a provision that requires improvement

- The manager does not make sure that staff are deployed well enough at busy times to support children's well-being and needs as well as possible.
- Although the manager has systems in place for the supervision of staff, she has not sought support to enable her own development in managing the provision and resources effectively.
- Sometimes, staff tell children that they all have to play indoors or outdoors. This limits children's choices about where they want or may prefer to learn.

It has the following strengths

- The manager has made improvements since the last inspection. She evaluates practice and tracks children's progress well. Recent training for planning for children's development has improved the quality of teaching across the setting. All children are motivated and develop well.
- The manager and staff build good relationships with parents. They regularly exchange information with parents and make sure they include children's home languages and special celebrations in the setting. Children and parents feel valued and children develop good confidence and self-esteem.
- Staff make accurate assessments to monitor children's achievements. They rapidly identify any gaps in children's learning and put in place support to help them achieve. All children, including those with special educational needs and/or disabilities or who are learning English as an additional language, make good progress in their learning.

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
implement effective procedures for deploying staff at busy times, such as when moving from indoors to outdoors or at lunchtimes, to meet children's needs and well-being	05/07/2019
ensure all staff, including the manager, have access to appropriate support and supervision to extend their knowledge and skills to enhance the effective running of the setting.	05/07/2019

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

- improve arrangements to allow children's choices about where they want to play and learn.

Inspection activities

- The inspector observed the quality of teaching indoors and outdoors.
- The inspector considered the views of parents spoken to on the day of the inspection.
- The inspector carried out two joint observations with the manager, one observation of the toddlers and one of the pre-school children.
- The inspector held a leadership and management meeting with the manager and spoke with the staff and children at appropriate times during the inspection.
- The inspector looked at samples of paperwork, including risk assessments, policies and procedures, complaints, the setting's evaluations and children's records.

Inspector

Anita McKelvey

Inspection findings

Effectiveness of leadership and management requires improvement

Arrangements for safeguarding are effective. After the last inspection the manager made sure all staff attended up-to-date training for safeguarding. Staff know the possible signs and symptoms of abuse. They understand the procedures for recording, reporting and referring concerns to keep children safe. The manager seeks the views of parents, children and staff regularly. Recent training on using natural resources has helped staff working with the babies to provide stimulating sensory play that engages babies' curiosity well. Sometimes during busy or routine parts of the day, some children have to wait to do activities or eat lunch as staff are busy with other children.

Quality of teaching, learning and assessment is good

Key persons know their children well and plan challenging activities to support children's further development. For example, as toddlers play with the cars, staff encourage them to identify the different colours and count how many they have. Babies' early communication and reading skills are encouraged well. For instance, as babies turn pages in the books, staff encourage them to say the sound or name the pictures of animals they can see. Staff ask questions to encourage older children's understanding of the world around them. For example, they ask children whether looking through the binoculars makes the woodlouse they have found look bigger or smaller. Children use their imagination well. For example, they pretend to make soup in the mud kitchen using soil and water, then share it with their friends.

Personal development, behaviour and welfare require improvement

Staff do not always allow children to choose where they want to play, for example, after lunch children ask to play outdoors and they are told it is not yet time. Staff encourage children to understand about healthy lifestyles and the effect of exercise on their bodies. Older children eagerly join in with physical games, stopping and starting, balancing on one foot and then feeling how their hearts beat faster. Staff provide children with consistent messages and support them to share and take turns well. Toddlers work together to make a road in the sand and pass each other the cars to drive along it.

Outcomes for children are good

Children are eager to learn. Older children enjoy experimenting with musical instruments, listening to the different sounds. Toddlers have fun as they fill and empty containers in the water tray, counting with staff how many scoops they need to fill different ones. Babies are building their independence skills such as when staff encourage them to undo and take off their own shoes ready for nap time. Staff prepare children well for moving on and into school. For example, they discuss with parents when children are ready to move within the setting or where children are going to school, and then contact teachers to help prepare children for the move.

Setting details

Unique reference number	EY542120
Local authority	Gloucestershire
Inspection number	10099175
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 - 7
Total number of places	32
Number of children on roll	30
Name of registered person	Forest Friends Nursery Ltd
Registered person unique reference number	RP542119
Date of previous inspection	15 February 2019
Telephone number	07716095551

Forest Friends Nursery registered in February 2017. 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 holds an appropriate childcare qualification at level 5 and the deputy manager holds qualified teacher status, 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.

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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