

Forest Pulse

Heart Of The Forest Community Special School, Speech House Road,
Coleford, Gloucestershire GL16 7EJ



Inspection date	8 August 2019
Previous inspection date	29 October 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Met	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Not Applicable	

Summary of key findings for parents

This provision is good

- The manager and staff are a dedicated group who are keen to provide good childcare for the children. This helps children to feel safe and happy in their surroundings.
- There are very good effective communications and partnerships with parents, carers and other agencies. Staff share regular information with parents through daily diaries and verbal communication. This helps to ensure that staff meet all children's individual care needs well.
- Children's welfare and personal development are central to all that the staff do. Staff support children to understand about keeping themselves safe. New children settle quickly into the setting.
- Staff show a genuine care and concern for the children they care for and demonstrate they enjoy being with the children as they interact. Children arrive happily at the setting and receive a warm, friendly greeting from the staff.
- The manager provides good support for her team of staff. She monitors their practice regularly and supports them to develop their professional knowledge.
- The manager and staff do not carry out a regular and robust evaluation of their practice, which includes the views of parents and children, to enable them to identify areas for future development.

What the setting needs to do to improve further

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

- build on the evaluation processes, including seeking the views of parents and children, to help identify further areas for development.

Inspection activities

- The inspector observed activities and staff interactions with the children, in the inside and outside learning environment.
- The inspector had a meeting with the manager and offered the opportunity of a joint observation with her.
- The inspector spoke to staff and parents at appropriate times during the inspection. The inspector took into account the views of the parents spoken to during the inspection.
- The inspector checked the evidence of the suitability and qualifications of staff working with the children, and looked at the provider's improvement plans.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures and written policies and procedures.

Inspector
Hilary Tierney

Inspection findings

Effectiveness of leadership and management is good

The manager and staff have a good knowledge and understanding of their roles in how to safeguard children. They are very clear about the signs and indicators, and of the procedures to follow should they have any concerns about a child's welfare. Staff are highly trained and use their qualifications effectively to provide a safe, caring environment for children. There are robust recruitment, induction and supervision processes to ensure that all staff and volunteers are suitable to work with children. The arrangements for safeguarding are effective. The manager regularly supervises staff and monitors their performance. This helps to ensure any additional training needs are identified and completed. There are exceptionally good partnerships with parents. Parents speak very highly of the care and support children and their families receive. They appreciate that siblings of the children attending can also take part in activities.

Quality of teaching, learning and assessment is good

Staff know the children well and planning of activities is adaptable and responds to children's changing individual needs and next steps. Children have free access to a range of resources, including a sensory room and soft-play area. Staff regularly take children to these rooms during the sessions, which helps to keep them stimulated. Staff talk to children constantly, as well as using sign language to communicate with all children. Children show enjoyment as they use the soft-play equipment. They climb, roll and throw balls as they interact with staff. They squeal with delight as balls roll and they chase them. Staff are aware that children need time to relax and be away from others, and use the sensory room for this.

Personal development, behaviour and welfare are outstanding

Staff support children exceptionally well in their understanding of how to behave within their capabilities. Staff use gentle reminders regularly to reinforce children's understanding of how they should behave. Staff deal with children with special and complex needs in a sensitive caring manner and show great patience and understanding towards them. This helps children to feel extremely calm and relaxed while at the setting. Children have exceptionally good access to a range of resources that help keep them occupied within their abilities. All staff and volunteers are exceptional role models and treat children with respect. Children can freely access the outside play areas, where they can wander freely and explore the equipment. They take great delight as they use swings and the balance beams, closely supervised by a member of staff. Staff have an excellent understanding of the importance of supervising children closely, but at the same time allow them some space to investigate for themselves if they need to. Staff encourage and help children to wash their hands before eating. They encourage children, if they are able, to unpack their food and feed themselves. This allows children to develop some good levels of independence within their capabilities. Staff are highly trained and know all the children's needs in detail. There are easily accessible records which staff can refer to if a child needs medication, for example if a child has an allergy or if there is a certain medical emergency procedure that needs to be followed for some medical conditions.

Setting details

Unique reference number	EY337131
Local authority	Gloucestershire
Inspection number	10114279
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children	5 - 8
Total number of places	20
Number of children on roll	66
Name of registered person	Forest Pulse Committee
Registered person unique reference number	RP525857
Date of previous inspection	29 October 2015
Telephone number	01594 826357

Forest Pulse registered in 2004. It operates from the Heart of the Forest Community Special School, close to Cinderford and Coleford in Gloucestershire. The setting, which is a registered charity run by a committee, offers places to children and young people with special educational needs and with severe, complex and profound physical disabilities. Siblings may also attend. The setting provides a variety of out-of school play and social activities and a playscheme during some school holidays. It is open during school holidays between 10am and 3.45pm, Monday to Friday. 16 staff work with the children. Of these, four hold qualified teacher status and seven hold recognised early years qualifications at levels 3, 5 and 6.

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