

# Inspection of Little Foresters

Onehouse Community Centre, Forest Road, Onehouse, Stowmarket, Suffolk IP14 3HJ

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Inspection date: 5 December 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children benefit from many opportunities to exert themselves physically and be adventurous in their play, particularly outdoors. This includes frequent outings to the local forest area where they become engrossed in building dens and climbing up muddy banks and trees. Children watch in awe as staff light a real fire and they show superb regard for how they must not get too close to it. While being supervised closely by staff, children feel safe enough to get a little closer to the fire and confidently hold some popping corn over it. They giggle with delight as the corn starts to expand and describe it as 'jumping all over the place'. These activities are particularly engaging for those children who prefer to learn outdoors.

Children gain confidence in managing tasks for themselves. For example, they learn to open food packaging at mealtimes and are increasingly independent during toileting routines. Staff have high expectations for all children and support them to learn right from wrong. Children are provided with many opportunities to learn how to share toys and take turns in games. Staff encourage them to think about how they can resolve any minor disagreements they have. This helps children to play well together and enhances their good social skills.

### What does the early years setting do well and what does it need to do better?

- The manager and staff make very effective use of their training, knowledge and passion for outdoor learning. They create every opportunity for children to learn how to manage risks and try out new practical skills in safe and secure surroundings. For example, staff encourage children to test out the most effective ways to work together to carry some large logs across the path of muddy leaves.
- Children benefit from a curriculum that is broad, balanced and interesting. Staff get to know children well and interact skilfully with them. They encourage children to use new vocabulary to describe the texture of soil and talk about the different patterns they make in it, using various tools.
- Staff give children plenty of time to think about how things work and to solve increasingly complex problems. They plan the equipment and use of space well, which helps to encourage children to choose and develop their own ideas. For example, when children are provided with a bucket and some rope, they recreate a simple pulley system to enable them to pull and lift the bucket up into the trees.
- Staff establish strong partnerships with parents. They engage parents well in children's learning and regularly exchange information about children's achievements at home and in the pre-school. Staff work closely with other professionals involved in children's care to implement well-targeted plans for children with special educational needs and/or disabilities (SEND). This helps to

ensure that all children experience strong continuity in their learning and development.

- Staff meet children's care needs sensitively and children have good levels of well-being. Staff model positive hygiene routines and provide clear guidance to remind children to wipe their own noses and wash their hands. Staff offer lots of praise and encouragement which helps to motivate younger children to make strong attempts to complete these tasks themselves.
- Leaders have effective arrangements to support the ongoing professional development of the pre-school manager and staff. The pre-school manager meets with staff regularly to review their performance and make plans to tackle any areas for development or workload issues. Training opportunities are well targeted to bring about improvements to teaching. For example, staff explain that training in sign language has helped them to enhance the way they support children's communication and language skills, including children with SEND.
- Staff plan and deliver story and singing times which children enjoy. This helps children to develop an appreciation of books and supports their early reading skills. However, there are fewer opportunities for children to see letters and words written down and begin to understand that print carries meaning.

## Safeguarding

The arrangements for safeguarding are effective.

Comprehensive policies and procedures, including those for child protection, are implemented effectively to help to keep children highly safe and secure.

Safeguarding is given high priority and all staff know what action to take if they are worried about the welfare of a child. Staff purposefully complete wider training which helps to deepen her understanding of specific safeguarding issues, such as how to identify when children may be at risk of exposure to extreme views and behaviours.

## What does the setting need to do to improve?

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

- enhance opportunities for children to see letters and words in print to help extend their early reading skills to the highest levels.

## Setting details

<b>Unique reference number</b>	EY549615
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10129945
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Little Foresters Pre-School Committee
<b>Registered person unique reference number</b>	RP907420
<b>Telephone number</b>	07808830802
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Foresters registered in 2017. The pre-school employs four members of staff. All staff hold appropriate early years qualifications at level 3 or above, including one who holds early years professional status. The pre-school opens from Monday to Friday during term time. Sessions operate from 9am to 3pm on Monday, Tuesday and Thursday and from 9am to midday on Wednesday and Friday. Funded early education is provided for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Sarah Clements

## Inspection activities

- The pre-school manager and the inspector completed a tour of the setting to understand how the early years provision and curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The pre-school manager and the inspector carried out a joint observation.
- The inspector spoke to children and staff throughout the inspection. She also took account of the views of parents spoken to during the inspection.
- The inspector held a meeting with the pre-school manager and a member of the management committee. This included a review of relevant documentation, such as evidence of staff suitability and training.

We carried out this inspection 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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