

Inspection of Nest In The Woods Adlington

Brookledge Lane Jn. Springbank Lane, Adlington, Macclesfield, Cheshire SK10 4JX

Inspection date: 12 February 2020

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

What is it like to attend this early years setting?

The provision is good

The manager and her staff team share a vision to help children to flourish into confident, independent learners. The outdoor provision offers a diverse environment that is ever changing to support children with their creativity and innovation. For example, fallen trees become trains, castles or simply a climbing frame. Staff facilitate child-led play and support children's learning and emotional well-being very well. The manager and staff team create a welcoming, relaxed and nurturing environment where children develop strong relationships with staff.

Children's behaviour is very good and staff support them to resolve minor conflicts in a positive manner. They are learning to work well with each other as a team. Children investigate together, problem solve and test ideas and techniques. For example, after making kites the children explore ideas of how to make them fly. They attach the kites to the swings, which makes the kite fly higher and higher as they swing. Children beam with pride as their plan works. They develop lovely friendships. Children learn to look after each other and will check whether their friends are ok if they take a tumble. Staff place huge emphasis on ensuring children are safe in their care. When children embark on their adventures, staff highlight any potential risks. They discuss meeting points, safety with sticks and strict rules when using tools.

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

- Children demonstrate they feel respected. Their thoughts and ideas are valued and staff ensure play is not interrupted. Effective interactions enhance children's experiences. For example, children find inventive ways to travel to their base camp. The staff encourage them to change direction, slide or roll down hills to get to their destination, allowing them time to explore.
- Families are greeted warmly when the children arrive and staff demonstrate strong relationships with parents. A phased settling in session ensures children are equipped for the outdoor learning experience. However, staff do not gather enough information about what children know and can do on entry. This information would support staff to plan more meaningful experiences when children first start at the setting.
- Staff support children's communication and language well. Children listen to sounds in the environment. For example, they listen to birds singing in the trees. They are supported to tell where these sounds are coming from, promoting listening and attention well. Staff use positive language and open-ended questions to extend children's understanding and critical thinking. They introduce new words such as, 'scarlet elf cup' which children find in the woodland. They then research what this is and children listen with interest as their knowledge is extended.

- The setting's self-evaluation takes into account the views of parents, staff and children. The manager observes and coaches staff and identifies areas for improvement. Staff complete relevant training. However, the manager now needs to ensure knowledge gained from training is embedded effectively into everyday practice. This will raise their already good standards to an even higher level.
- Physical skills are promoted extremely well. Children climb up slopes, tree stumps and other natural woodland features. This supports children's large and small muscles, balance and their awareness of space. Children are confident and adventurous and access the outdoor environment well. They demonstrate pride and resilience as they meet challenges in activities. For example, they work out how to mend the sticks that keep snapping on their-self made kites.
- Children excitedly find paw prints in the mud. They animatedly use their imaginations to predict what these prints may be. 'Is it a lion, a dinosaur or wild deer?' Children delight in the opportunities to see animals that they may not otherwise see. For instance, they regularly see wild deer while they explore their natural environment.
- The staff team have developed positive relationships with local schools and nursery settings and share information well. This supports continuity of care and education for children who attend other settings. They regularly share their expertise with other practitioners to support them in their understanding of the benefits of outdoor learning.
- Children are progressing well in their learning and developing the required skills to support them in their eventual move to school.

Safeguarding

The arrangements for safeguarding are effective.

All staff have attended relevant safeguarding training. They have good knowledge of what to do if they are concerned about a child in their care. Staff have a good understanding of the possible signs and symptoms of abuse and neglect. They know the referral procedure to follow in the event of such concerns. Due to the nature of the setting, staff risk assess the environment in a stringent manner. The manager has a robust recruitment procedure which ensures staff are suitable for their roles.

What does the setting need to do to improve?

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

- obtain more information from parents about what children already know and can do, to meet their individual needs from the start
- monitor the impact of staff training more effectively to ensure that knowledge gained is fully understood and embedded into everyday practice.

Setting details

Unique reference number	EY551673
Local authority	Cheshire East
Inspection number	10133733
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	2 to 5
Total number of places	15
Number of children on roll	16
Name of registered person	Nest In The Woods Community Interest Company
Registered person unique reference number	RP907270
Telephone number	07594 160118
Date of previous inspection	Not applicable

Information about this early years setting

Nest In The Wood registered in 2017 and is in the Adlington area of Macclesfield, Cheshire. The setting employs four members of childcare staff. Of these, one holds an early years qualification at level 3, one at level 5 and two at level 6. The setting opens Wednesdays and Thursdays, term time only. Sessions are from 9.15am until 3.15pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachel Strutt

Inspection activities

- The inspector observed the quality of education provided and assessed the impact this has on children's learning.
- The manager and inspector jointly observed the quality of teaching during a planned activity within the woodland area.
- The inspector held a meeting with the provider, who is also the manager.
- The inspector looked at a sample of documents, including evidence of suitability, staff's qualifications and policies and procedures.
- The inspector spoke to staff, children, parents and grandparents during the inspection and took account of their views.
- The provider accompanied the inspector on a learning walk to explain how the provision is organised and to share information about the aims of the curriculum.

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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