

Inspection of Nonsuch Park Forest School Little Oaks

Nonsuch Park Forest School, Little Oaks, Ewell Road, SUTTON, Surrey SM3 8AL

Inspection date: 12 August 2021

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children have an exciting time at this child-centred setting. They behave exceptionally well and have a deep understanding of how to be considerate to each other. For example, they explain to the inspector that while their friend is climbing a tree, they are looking after her favourite toy. Children listen really well to staff's instructions and know exactly where they can go in the park and woodland.

Children are given opportunities to learn how to manage their own safety. The outings to the woodland, ponds and park area are extremely well managed by staff. Children are allowed to use real equipment such as hammers and nails. They know why they need to wear safety goggles and use the tools with great care and precision.

Children are highly independent from a young age. They eagerly help themselves to the broad range of rich, varied and imaginative resources that are readily available to them. For example, older children choose to set up a pretend café, where they confidently respond to adults' and children's requests. Younger children relish water play and watch in wonder as they create waterfalls and streams to float wooden toys and a variety of natural materials, such as sticks and leaves.

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

- Leaders have high expectations. They work persistently to ensure that children have the best opportunities to explore their natural curiosity. For instance, following specific research they have successfully implemented even more creative areas to enhance children's imagination. This has had an exceptional impact on children's learning, including those with special educational needs and/or disabilities (SEND).
- Staff are extremely well supported by the provider. Their well-being is given a high priority and they are encouraged to enhance their skills through personalised professional development. Therefore, staff feel valued and enjoy working at the setting. Leaders ensure that staff have a thorough understanding about how to use the forest school approach to extend children's learning. Consequently, children eagerly have a go and have a strong sense of perseverance in achieving tasks.
- The experienced and enthusiastic staff know the children very well. They provide a rich and varied curriculum that builds on what children already know. For example, when taking part in an animated storytelling session, children excitedly talk about their previous learning. They eagerly explain about the growing cycle. Children plant beans and confidently tell adults what they need for their beans to grow as big as the beanstalk in the story.
- Children are at the heart of the setting. This includes those with SEND. Staff

take time to demonstrate and explain how to complete tasks that they find challenging, such as independently unscrewing water containers. Children have excellent relationships with each other. They have fun making a kite and decide what they need. They whoop and clap with delight when their friends run and successfully make it fly in the sky.

- Key persons work closely with parents to ensure that children develop increasing confidence. Staff consistently review their work with children to help them make as much progress as possible. As a result, all children are deeply engaged in their play. For instance, they concentrate on making key rings using leaves and twine for their new school bags. Children take part in superb discussions about going to school, which helps to ease any anxieties they may be feeling.
- Partnerships with parents are excellent. Parents are extremely complimentary about the setting. They say that staff have gone over and beyond to support them during the COVID-19 (coronavirus) pandemic. Parents express their gratitude for the broad range of activities that they could do at home during times of closure. They say that staff give them regular feedback either in person or electronically, which they find extremely valuable.
- Children have a wealth of opportunities to learn about differences and the wider world. They take part in events to celebrate special occasions that are important to them. Children also learn about people who are less fortunate than themselves and successfully raise funds for them. Staff organise exciting events, such as visiting theatre groups, for children to have new experiences.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have an excellent understanding of the procedures to follow if they have any concerns about children's welfare. Staff are also well aware of signs or changes in behaviour that may point to radicalisation or extremism. There are thorough recruitment processes and prompt training for all staff. The ongoing supervision meetings help to ensure that staff's child protection knowledge is up to date and that they are consistently suitable for their roles. Staff assess risks constantly, making sure that children can play and explore safely. Children know how to keep safe when they use the fire pit and confidently recall the rules that they need to follow.

Setting details

Unique reference number	EY469149
Local authority	Surrey
Inspection number	10106077
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 at time of inspection	0 to 4
Total number of places	55
Number of children on roll	84
Name of registered person	Clift, Angela Jane
Registered person unique reference number	RP906702
Telephone number	01737813960
Date of previous inspection	9 June 2014

Information about this early years setting

Nonsuch Park Forest School Little Oaks registered in 2013. It is privately owned and operates from a building in Nonsuch Park, Cheam in Surrey. The setting also has use of the grounds of Nonsuch Park. The provider has one other setting. She employs 17 members of staff. Of these, 13 staff hold childcare qualifications ranging from level 6 to level 2. They follow the forest school ethos during sessions with the children. The setting provides funded early education for two-, three- and four-year-old children. It is open Monday to Friday from 8am to 4.30pm, throughout the year.

Information about this inspection

Inspector
Maura Pigram

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. She carried out a tour of the setting with the manager to discuss and to understand how the early years provision is organised.
- Discussions were held with the provider, staff and children at suitable times throughout the inspection.
- The inspector completed a joint observation with the manager and discussed the impact of children's learning and welfare.
- Parents views were considered through discussion with them and reading their written feedback.

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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