

Inspection of Footprints On The Moon Outdoor Nursery

Plessey Woods Country Park, Visitors Centre, Shields Road, Hartford Bridge,
Bedlington, Northumberland NE22 6AN

Inspection date: 7 September 2021

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

Children are very happy and content. They enjoy their nursery experiences, make friends and form close relationships with their peers and the staff caring for them. Children show that they feel safe and comfortable around each other. They tell staff that they have missed them when they return from their break, and talk happily with their friends. Children understand the nursery routines and rules. They show great kindness and care towards each other. Children are polite and respectful. For example, when children move around the areas, they consider other children and make space for them to move and play.

Children develop a good understanding about risk and how to keep themselves safe. Older children help to complete daily risk assessments and competently inform staff of broken twigs that may pose a risk. They participate in a wide range of outdoor learning in the surrounding forest. When participating in the forest school activities, they know to follow the staff's clear instructions. Children explore nature and the living world in detail. For example, they observe wild plants, such as fungi. They talk about the colour and size, but clearly know not to touch or damage them in any way.

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

- There is a clear sense of teamwork as staff positively support each other. The manager is very proud of her team and has high expectations of them. The staff team consists of a number of newly appointed staff who are still embracing the outdoor learning approach. There are some opportunities for more-experienced staff to model and share good practice. However, there is scope to strengthen these arrangements to help the whole staff team to build on their relationships and develop their working practices to an even higher level.
- Children have good levels of motivation and confidence. They challenge themselves when balancing on logs and tree stumps. Children recognise when they need to rest as they retreat into a den or sit and swing quietly. Children have a good sense of self and know what their bodies are capable of. Staff support children to develop their independence, such as through dressing themselves.
- Staff plan opportunities for children to explore their own interests through their learning. For instance, children persevere while pouring water from a larger container. They devise various ways to ensure that they pour the water without spilling too much. They are curious and persistent.
- Children are keen to investigate their environment and understand the impact of changes. For example, they understand the ground will be dry when the sun has been shining and easier to walk across. Children develop pre-writing skills as they confidently use spades and cutters to harvest their vegetables.

- Staff have high expectations for children's behaviour and quickly identify children who struggle to share. They listen to what children say and encourage them to compromise. This helps children to develop empathy.
- The whole team aims for children to be confident communicators. Staff focus their teaching on introducing new concepts and language. Children recount their favourite stories in their own way and share their suggestions with their peers in the group. This helps children to understand different ideas and think in a wider context. However, at times, staff do not fully extend opportunities to progress children's literacy skills to an even higher level.
- Parents are extremely positive about the care their children receive. They appreciate the high levels of care provided to children and the support given to develop their social skills. Staff provide parents with regular observations and achievements of children's time at the setting through electronic systems. Parents explain how the regular exchange of information helps them to know how their children are getting on and how they can support their children's continued learning and development.
- Staff know their key children well. They use carefully considered induction procedures to help children settle smoothly into the nursery routine. Staff gather detailed information from parents to ensure that they know children's individual interests and needs, to plan for their future learning.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff demonstrate a good understanding of their responsibilities with regards to protecting children. They recognise the main types of abuse and the signs and symptoms that would alert them to a child being abused or mistreated. They have completed safeguarding training and update their knowledge during regular staff meetings, along with information and training on wider safeguarding issues. Managers carry out thorough checks when they recruit new staff in order to assess their suitability. New staff undergo a robust induction to help them to become familiar with the nursery's procedures, including the safeguarding policies.

What does the setting need to do to improve?

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

- provide greater opportunities for staff to share their knowledge and expertise to help them to raise learning experiences even further and embed consistency in teaching across the nursery
- develop opportunities to provide extra challenge for children and build on what they already know and can do, in order to extend their learning to a higher level.

Setting details

Unique reference number	EY561897
Local authority	Northumberland
Inspection number	10190739
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	2 to 4
Total number of places	25
Number of children on roll	35
Name of registered person	Footprints On The Moon (Family Centres) Limited
Registered person unique reference number	RP561896
Telephone number	07432103446
Date of previous inspection	Not applicable

Information about this early years setting

Footprints On The Moon Outdoor Nursery registered in 2018. It employs six members of childcare staff. Of these, four hold appropriate early years qualifications, including two who hold qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. Funded early education is provided for two-, three- and four-year-old children.

Information about this inspection

Inspector

Eileen Grimes

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The inspector carried out a learning walk with the nominated person. They discussed the learning environment and how the curriculum is organised.
- The inspector observed the quality of education during activities within the forest school and assessed the impact this has on children's learning.
- The inspector observed and evaluated an activity with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, including the nursery's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to parents during the inspection and took account of their views.

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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