

Inspection of Little Barn Owls Forest School Nursery

Easteds Barn, Easteds Lane, Southwater, West Sussex RH13 9DP

Inspection date: 28 January 2022

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	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children arrive eager and motivated to discover what exciting opportunities staff have created to start their day at nursery. They exude self-confidence as they explore highly stimulating play environments. Children show exceptional resilience, independence and collaboration skills to test out their play ideas and enquiries. For example, at the base camp during a forest school session, children discuss and practise how to use tools. They use flints and stones to generate 'dragon sneeze' sparks to start a fire. When they do not succeed the first time, they keep trying and work together to problem solve to achieve their aim. When they start a fire, children take great delight in their persistence and achievement. As a result, they have outstanding critical thinking skills.

Children behave incredibly well. They receive support to learn about their emotional health through stories and resources that explore feelings. This helps children to express how they feel and start to recognise the impact of their behaviours on themselves and others. Babies and toddlers are extremely confident and show high levels of curiosity in their play and learning. They demonstrate deep fascination as they explore their own shadows and seek other resources to create new shadow patterns. Young toddlers gesture and babble with great delight when they identify that stamping on bubble wrap creates popping sounds.

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

- The inspirational leaders ensure their passion for exceptional quality care and education is reflected across the nursery and forest school. They meticulously identify priorities for the curriculum and implement training, support and coaching for staff. As a result, children gain outstanding knowledge and skills to prepare them for their next stage of learning.
- Staff provide children with opportunities to challenge their thinking skills over a long period of time. This allows them time to make meaningful discoveries and deep connections to extend their learning. For example, children engage in a long-term project and hold reflective discussions to build a tree house in the forest. They collaborate with peers to explore different designs, materials and ways to build the structure. Staff work with children to solve problems, measure the materials and use tools to saw wooden planks. This experience enables children to build on what they already know. Children continue their learning journey to expose them to a variety of new knowledge and skills. As a result, they see the benefits of their hard work in the tree house they all enjoy.
- Children demonstrate exceptional independence skills. Staff support babies and toddlers to develop hand-eye coordination by handling tongs at lunch time to serve spaghetti. Older children peel and cut their own fruit at snack time. Pre-schoolers show great confidence in being able to put their own coats and boots

on.

- Children quickly recognise how to care for their own hygiene. They seek out tissues and mirrors so they can look at their face while they blow their nose and then dispose of the tissue correctly. They are proud when they do this by themselves.
- Staff promote children's physical health exceptionally well. Children challenge themselves to tackle rope assault courses. They suggest instructions to their friends so they can then accomplish climbing up to the higher ropes.
- Children receive outstanding opportunities to develop their language skills. Staff are incredibly creative. They make up stories, sing songs, share books and introduce new vocabulary. Children delight in climbing a fallen tree trunk to re-enact action songs.
- Staff support all children to be aware of the natural world. Children are extremely fascinated by nature and living things. For example, staff encourage young babies and toddlers to notice birds that enter their garden. They delight when they hear birds sing and when birds eat the seeds which children have been using in sensory play.
- Leaders and staff have exceptionally high expectations for children. Older children experience new ideas to help them learn about the world around them, including how they can contribute towards protecting the planet. Children look for ways to recycle, minimise pollution and learn about 'deforestation'. Children engage in 'beach cleans' and discuss together what they can do with their leftover food to reduce waste. They agree this should be fed to the pigs that live on the forest school site.
- Parents speak highly of the nursery. They comment favourably about how well their children make progress through the inspirational experiences on offer. Parents comment how staff know their children incredibly well and have very positive relationships.
- Staff plan precisely to ensure that children that need extra help to catch up receive intervention at the earliest opportunity. This supports children to make rapid progress in their learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead (DSL) demonstrates a secure understanding of how to fulfil her roles and responsibilities. She ensures staff remain up to date with guidance. The DSL and all staff have a secure knowledge of the process to follow to refer any safeguarding concerns in line with local procedures. This enables them to ensure that children who may be at risk receive intervention as quickly as possible. They know indicators of wider safeguarding issues, such as domestic violence, county lines, radicalisation and non-mobile baby bruising protocols. Extensive risk assessments are in place to ensure children remain safe during riskier play.

Setting details

Unique reference number	2545390
Local authority	West Sussex
Inspection number	10213661
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 5
Total number of places	52
Number of children on roll	98
Name of registered person	Little Barn Owls Ltd
Registered person unique reference number	RP535122
Telephone number	07823558419
Date of previous inspection	Not applicable

Information about this early years setting

Little Barn Owls Forest School Nursery registered in 2018. It is located in the Southwater area of West Sussex. The nursery is open 51 weeks of the year, each weekday from 7.30am to 6.00pm. The nursery is in receipt of funding for the provision of early education for children aged two, three and four. It follows the Reggio Emilia approach to education. The nursery employs 22 staff, 16 of whom work directly with the children. Of these working with the children, 10 staff hold relevant early years qualifications. One holds qualified teacher status, the remaining nine staff hold qualifications from Level 2 to 6.

Information about this inspection

Inspector
Sherrie Nyss

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager led the inspector on a learning walk to establish the priorities for the curriculum.
- The inspector observed the quality of education during activities indoors and outdoors and assessed the impact this has on children's learning.
- Discussions took place with staff and children at suitable times throughout the inspection.
- A joint observation was completed and discussed with the manager.
- The inspector tracked children to establish what it is like for a child at the setting.
- The inspector held a discussion with the manager in relation to the leadership and management of the nursery.
- A range relevant documentation, such as evidence of policies, recruitment processes and staff qualifications, was reviewed.
- The inspector invited parents to share their views. The inspector took account of all feedback received.

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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