

Inspection of The Organic Forest Kindergarten

Pewsey Road, Rushall, Wiltshire SN9 6JY

Inspection date: 8 March 2022

Overall effectiveness

Outstanding

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's amazing daily learning adventure at the kindergarten starts from the moment they arrive. Staff support parents to explain to children that toy vehicles they brought from home can stay with parents. Staff say there are so many more wonderful natural 'toys' around them.

All staff, from apprentices to the experienced forest school trained manager, inspire children's curiosity and enthusiasm to explore from the outset. They have an ambitious curriculum that they teach. Staff make the most of the environment to support children to learn about the natural world and seasonal cycles.

As children wait for friends to arrive, they explore the fields and trees around them under the watchful gaze of staff.

Children show superb understanding of their physical abilities and manage risks. Some climb the trees and then peer out over the fields, talking about the different things they can see. Others tell staff that they have found beechnuts and hold them out. Staff ask them how they know what these are. Children recall previous learning. They describe the shape, texture and colour that single these out as beechnuts. They tell staff that they will plant them to grow new trees. When prompted, they say that the beechnuts need water and sunlight to grow.

At base camp, the adventure continues. Children have the freedom to explore, experiment and learn. They remain wholly engaged and eager to investigate. Children develop knowledge, skills and a love of learning.

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

- Children are constantly learning. Staff know children very well and expertly support them to work out problems. They help children to manage feelings of frustration and encourage them to keep trying. Children make 'bridges' over the man-made stream. They struggle as some of the twigs and bark fall in. Staff support children as they try out different lengths, widths and shapes until they succeed in finding the right one. Children develop excellent resilience and show pride in their accomplishments.
- Staff model curiosity and inquisitiveness for children. They talk with children about insects they find. They describe features of the insect, its shape and colour, count the number of legs, and if it has wings. Children know to suggest looking it up in a book to find out what it is. Staff and children find a book on insects and search through until they find a match. Children discover new knowledge and skills to prepare them well for their future learning.
- Staff use activities brilliantly to recap and extend children's vocabulary and

understanding. Children examine a daffodil with staff. They tell staff that the long green part is the stem and is like their spine as it helps the flower to stand tall. Children identify petals and 'trumpet'. They make connections. They know that the yellow dust that comes from the flower is pollen which bees collect and use to turn into honey. They know that seeds and bulbs are similar but different and plants grow from them. They talk about the water and 'nutrients' that plants take from the ground up the stem to make the flower grow. Children take turns in the conversation. They wait for others to speak and know that staff value their thoughts and opinions.

- Partnership with parents is superb. Parents comment on the 'incredible freedom' children have to develop and grow. They talk about how confident children are and how much they have learned. Staff share what children need to learn next and offer suggestions for how parents can help at home. Staff quickly recognise when children may need extra help. They seek advice from other professionals and implement support in the kindergarten. All children, including those with special educational needs and/or disabilities, are making exceptional progress.
- Staff provide exceptional learning experiences that enable children to develop, understand what makes them unique and teach them about the wider community. Children make links to stories as they help 'Mr Fox' find his socks on a treasure hunt along the woodland trail. Staff encourage children to compare size, colour pattern and letters to make a matching pair. Children use their imaginations and physical skills as they climb the trees like 'ferocious' leopards. They feed 'gentle' giraffes with leaves and call Mr Fox on the telephone to tell him they have found his socks.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is paramount. The manager and staff are aware of the potential hazards posed by the play environment, as it is a forest. They instil safety messages, boundaries and rules that the children understand and follow. For example, children know not to pick, lick or touch anything without checking first. They return immediately to staff when staff use the sound signal to call them back. Staff have a thorough understanding of signs and symptoms that may mean a child is at risk of harm. They know who, how and when to refer concerns about children's welfare or allegations against staff. All staff have paediatric first-aid qualifications to ensure that they can deal with accidents. They talk with children about risks and how to manage these, so they can stay safe.

Setting details

Unique reference number	EY544892
Local authority	Wiltshire
Inspection number	10225446
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	25
Name of registered person	Saplings Forest School Ltd
Registered person unique reference number	RP544891
Telephone number	07393 943165
Date of previous inspection	7 May 2019

Information about this early years setting

The Organic Forest Kindergarten registered in April 2017. It operates from Black Knoll Wood, Rushall, Pewsey, Wiltshire. The kindergarten employs five members of staff. Of these, three hold relevant childcare qualifications at level 3. The kindergarten opens from Monday to Friday all year round. Sessions are from 8.30am to 1.30pm, except on Tuesday, when the kindergarten is open from 8.30am to 3.30pm. The kindergarten provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Anita McKelvey

Inspection activities

- This was the first routine inspection the kindergarten 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 kindergarten.
- The manager and the inspector had a learning walk together to discuss the intentions for children's learning.
- The inspector talked to staff and parents at appropriate times during the inspection and took account of their views.
- Children spoke to the inspector about what they enjoy doing while at the kindergarten.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The manager provided the inspector with a sample of key documentation on request.

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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