

# Inspection of The North London Forest School Nursery

The Undercroft, All Hallows' church, London NW3 2JP

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Inspection date: 15 June 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children flourish and excel in this exceptionally nurturing environment. They develop extremely strong bonds with staff and show that they feel happy and safe. Children are highly inquisitive and are strongly motivated to explore and learn. They have excellent opportunities to learn about nature and are taught to develop a great respect and appreciation for the natural world. Children are extremely imaginative. For example, they delight in acting out the stories of the 'Three Little Pigs' and 'We're going on a bear hunt' in the woods. They also show excellent collaboration skills as they make scented soup with herbs. There is a real sense of fun as children swing in hammocks in the trees and sing counting songs such as 'Five Little Men in a Flying Saucer'. During their play, staff skilfully extend the children's mathematical knowledge as they encourage them to count and make comparisons.

Children show wonder when searching for mini-beasts under logs using a magnifying glass. Staff are excellent at supporting children to make predictions about what they might find. Children's literacy skills are supported superbly. For instance, they participate in weekly phonics sessions that include songs, dancing and storytelling. Children also enjoy writing out stories and words in mud with sticks. Staff have extremely high expectations for children's learning and behaviour. They treat children with compassion and respect. As a result, children exude high levels of emotional well-being and behave impeccably.

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

- Children benefit from an exceptionally stimulating and varied curriculum. Staff are highly creative in planning exciting activities and experiences that successfully cover all the different areas of learning. Staff know children extremely well and have a deep knowledge of their interests, personal traits and what they need to learn next. It is evident that children are making extremely strong progress.
- All children, including those with special educational needs and/or disabilities and those who speak English as an additional language, receive extremely high levels of support. For instance, staff work in close partnership with other professionals and other settings that children attend to work on shared targets and to ensure high levels of consistency in children's learning.
- Staff foster children's language and communication skills extremely well. For instance, they are brilliant at asking lots of open questions to facilitate children's thinking skills. The environment is highly language rich. For example, staff talk to children about how their lungs and diaphragm expand when they run up the hill and how worms tunnel and burrow and have intestines. As a result, most children are confident and fluent speakers.

- Partnerships with parents are highly established and secure. Parents express exceptionally high levels of appreciation for the atmosphere the staff create. For instance, they state that staff are wonderful role models who are extremely kind, knowledgeable and emotionally intelligent. Many parents that say the change in their children has been transformational and they are highly confident, independent, curious and self-assured.
- Staff value all children as individuals. This is evident when they plan fun and vibrant celebrations to teach children about their similarities and differences. For instance, parents and grandparents come in to read stories and sing songs in their home language and discuss the origin of their names. This means children develop high levels of respect for each other and have a growing awareness of the importance of diversity.
- Children's social and emotional development is fostered extremely well. For instance, staff and children frequently acknowledge acts of kindness by placing a wooden heart in a jar. Staff also support children to self-regulate and manage their emotions by using a 'take a breath' bag which is full of sensory resources that can redirect and calm them in a positive way. As a result, the atmosphere is very loving and supportive, and children show an excellent awareness of the boundaries in place.
- Leaders and staff are highly reflective and constantly review their practice to make positive changes in the pursuit of excellence. Staff have superb opportunities to enhance their professional development and there is strong commitment to mentoring and coaching staff to ensure consistency in the quality of education.
- Children have wonderful first-hand opportunities to learn about animals, fruits and vegetables. For instance, children grow strawberries, pumpkins and other produce at a local allotment. They also experience the lifecycle of a frog when exploring spawn and tadpoles at the farm. This ignites children's curiosity and love of learning.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have excellent knowledge in relation to keeping children safe. This is apparent when they constantly risk assess the different outings and forest school sites they attend to ensure these are hazard free and suitable. In addition, staff have secure knowledge of possible signs that may indicate a child is at risk of harm. Staff clearly understand procedures to report any concerns, the importance of open communication and working in close partnership with other professionals. Leaders ensure recruitment and vetting arrangements are rigorous to help ensure all staff are suitable for their roles. Staff complete paediatric and forest school first-aid training to help to protect children's safety and welfare.

## Setting details

<b>Unique reference number</b>	2526734
<b>Local authority</b>	Camden
<b>Inspection number</b>	10208317
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	The North London Forest School Nursery Ltd
<b>Registered person unique reference number</b>	2526733
<b>Telephone number</b>	07900830897
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The North London Forest School Nursery re-registered in 2019. It is situated in the London Borough of Camden. The nursery operates from 8.30am to 4pm Monday to Thursday and from 8.30am to 12.15pm on Fridays, during term time only. There are 11 members of staff. Of these, one holds qualified teacher status, one holds a level 4 early years qualification and seven hold early years qualifications at level 3. The nursery provides funded early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Amy Mckenzie

## 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 provider.
- The manager and the inspector completed a learning walk together to discuss the intentions for the children's learning, curriculum and quality of education.
- The inspector carried out a number of observations of children at the nursery base and at some of the forest school locations on Hampstead Heath.
- The inspector gained the views of parents, staff and children, and took them into account.
- The leaders and the inspector had a leadership meeting and discussed recruitment procedures and how leaders evaluate the provision.
- A range of documentation was viewed, for instance staff qualification and training certificates and suitability check information.

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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