

# Inspection of Treehoppers Forest Kindergarten, East Grinstead

Woodland By East Grinstead Sports Club, Saint Hill Road, East Grinstead, Sussex  
RH19 4JU

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Inspection date: 6 July 2022

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

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

### The provision is good

Children develop excellent physical skills. They demonstrate this by balancing on logs, climbing trees and successfully navigating the outside environment. Children are confident to take risks in their play and understand how to do so safely. They climb high tree stumps and leap off them, reminding others to stand back before they jump. Children remind each other of the setting's rules and explain why they keep them safe. They demonstrate this each morning, as they sit around a fire circle and recite a safety poem.

Children demonstrate high levels of engagement in their play and learning. They are eager to try new things and have a go. Children carefully listen and follow instructions. They work with a forest school leader to do focused woodwork activities. For example, they draw pictures on a small log before using another log and axe to cut it into pieces. Children are extremely proud of what they have made and feel a sense of achievement at their efforts. Staff are meticulous in reinforcing the safety rules and in supervising activities. Children confidently express their ideas and lead their play. For instance, children ask to revisit a previous activity and make fairies out of clay, and adults adapt the daily plans to include children's suggestions.

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

- The manager focuses the curriculum on children learning to be independent and resilient. She wants them to develop the ability to solve problems and build relationships with each other. Children's lives are enriched by the outdoor learning opportunities that staff provide. Children spend time playing in the fresh air and learning about the natural world. For example, they watch the blackberries change colour as they ripen over time.
- Partnerships with parents are very strong and a key focus for the management team. For example, it holds stay-and-play sessions for children and their families. Parents speak extremely positively of the communication they receive from their child's key person. Staff send home regular updates of what children have enjoyed and meet with parents every term to discuss their child's development. The manager suggests activities for home learning and provides parents with information on how to support their child to be ready for school. Managers seek feedback from parents through annual surveys. This helps families feel valued in their children's education.
- Overall, children's behaviour is good. However, at times, younger children struggle to follow instructions. On occasion, some staff do not consider how they communicate with children, or use strategies to help them understand what is expected of them. This leads to children continuing with the unwanted behaviour and occasionally becoming frustrated.

- Children have secure attachments to staff and show good personal development. They develop their independence skills and learn the importance of hygiene measures, such as regular handwashing. Staff use mealtimes as a social opportunity. Staff sit with the children while eating their lunch and act as good role models.
- Staff give children opportunities to express themselves. They plan creative activities that children enjoy. For example, using a mallet and brightly coloured flowers to print onto fabric. Children dance and sing along to the guitar. This helps children to develop their social interactions and confidence.
- Overall, the staff make sure that the organisation of the environment is effective in promoting children's learning and enjoyment. They deploy themselves well and interact with children during their play. However, at times, such as group time, staff do not always use opportunities to deepen and extend children's learning.
- The special educational needs coordinator works closely with other professionals to support children with special educational needs and/or disabilities. She focuses her professional development to broaden her knowledge and skills. For example, she has completed training on the impact of trauma and attachment. This has led to very good emotional support for vulnerable children.
- Staff report good support for their well-being. They are proud of the setting that they work in and enjoy their role. This creates a positive atmosphere for children to learn in. Leaders and managers ensure staff complete mandatory training, such as first-aid training. They support staff to complete childcare qualifications and forest school training to develop their practice.

## Safeguarding

The arrangements for safeguarding are effective.

The safety of the children is paramount to the staff and leaders. They teach children how to keep themselves safe, regularly reminding them throughout the day. Staff ensure children are adequately supervised. They have a very good understanding of how to identify when a child may be at risk of harm. They have a sound knowledge of the local procedures to follow if they are concerned about a child. The manager ensures there are robust recruitment procedures in place and monitors the ongoing suitability of the team. Staff receive regular training to ensure their knowledge is kept up to date.

## What does the setting need to do to improve?

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

- develop strategies to support children's behaviour so that they clearly understand what is expected of them
- strengthen conversations and interactions with children, particularly during

group times, to deepen children's knowledge and stretch their learning to an even higher level.

## Setting details

<b>Unique reference number</b>	EY562202
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10191131
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Treehoppers FK Limited
<b>Registered person unique reference number</b>	RP562201
<b>Telephone number</b>	01444 416513
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Treehoppers Forest Kindergarten registered in 2018. It operates from woodland next to East Grinstead Sports Club in East Grinstead, West Sussex. The setting opens from 8am until 4pm, each weekday. There are eight members of staff, five of whom hold relevant early years qualifications. The setting accepts funding for the provision of free education to children aged two, three and four years.

## Information about this inspection

**Inspector**  
Jade Orosz

## 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector and the manager carried out a joint observation of a group activity.
- The inspector spoke to several 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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