

Inspection of Little Minds Education Limited Forest School Nursery

Brunswick Terrace, Stacksteads, Bacup, Lancashire OL13 0HD

Inspection date: 13 July 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	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in this truly inspirational setting. They are excited and motivated to learn. Staff are extremely caring, nurturing and responsive to children's needs. Leaders have worked hard to create a magical outdoor learning space in woodland which children delight in exploring. There is a sense that anything is possible here. Children feel empowered to take measured risk and their behaviour is excellent. They take great pride in celebrating their achievements with others. Children are highly independent. They show an impressive ability to think critically and problem-solve together. Children learn to be confident, resilient and respond positively to challenge. This prepares them well for their next stages, including the transition to primary school.

The learning opportunities here have a huge impact on outcomes for children. All children, including those from less-advantaged backgrounds, make excellent progress. Leaders and staff are knowledgeable and highly skilled. They have a clear vision of what they want children to learn and achieve, which they share with parents. Staff and the parents are very clear about children's next steps in their learning and development. They work closely together to enable children to make rapid progress. Leaders continually assess children's progress and adapt the curriculum around their emerging needs and interests. No child's progress gets left behind in this caring and nurturing provision.

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

- Children learn to appreciate nature and respect the environment. They develop mature skills of empathy and care for others. They create thoughtfully constructed habitats for insects and small animals. They hunt for insects to observe and talk about their discoveries, using ambitious vocabulary to describe what they see. Children delight in exploring, foraging and digging in the ground. They squeal with excitement when they make a discovery. Staff skilfully adapt activities to meet children's individual interests. For example, children who are fascinated with dinosaurs are encouraged to take part in a jigsaw activity. They bury dinosaur bones in sand which they then must excavate and piece together.
- Staff excitedly celebrate children's achievements with them. Children write to fairies in the fairy garden and measure out exotic fruits and vegetables in the garden shop. They build aeroplanes and lorries from boxes and natural materials. Each activity excites the children. Staff seize upon opportunities to extend and develop children's growing vocabulary. Children leave this nursery each day with a strong sense of accomplishment. Parents say their children come home full of excitement about what they have achieved that day.
- Children behave very well. Staff provide sensitive support for children who are learning to self-regulate their behaviour. Children benefit from strong

attachments with their key persons which means they feel secure.

- Leaders enrich children's sense of community by participating in initiatives such as book exchanges and seedling exchanges. They also teach children about people in the community who help us. For example, they invite the local police to come and talk to the children about their role and how to stay safe. Leaders are passionate about helping children to understand the diversity of the world we live in. They read stories and poems with the children about people from different cultures. As a result, children begin to understand that we are all different and equal.
- A wealth of engaging resources and mini environments stimulate children's interests. These are then skilfully built upon by staff who go above and beyond to extend children's learning further. Children's interests are at the core of the curriculum here. Staff often plan the day's learning around what the children want to make or do. For example, children decide that they want to build a shop, so they design it on paper, collect the materials, including wooden slats and tools, and then construct it together. This gives children an enormous sense of empowerment and achievement.
- Reflective practice is exemplary here. Leaders and staff have an ambitious vision for the setting. Staff are supported through regular supervisions and their well-being is a high priority. The provider takes account of the views of parents, children and staff in setting her targets for the future.
- Staff can identify children with special educational needs and/or disabilities quickly. The support for children with specific identified needs is excellent. The provider liaises with specialist teachers and other professionals to plan timely interventions. This means that all children make excellent progress.

Safeguarding

The arrangements for safeguarding are effective.

The provider and staff have excellent knowledge of how to safeguard the children in their care. All staff have received appropriate training. They display secure knowledge of what to do if they have a concern about a child or a colleague and know who they should report it to. Staff confidently recognise the signs and symptoms which may indicate a child is at risk of harm. Staff have regard for the 'Prevent' duty and understand the signs of possible radicalisation. The provider checks staff suitability through a rigorous recruitment procedure and a thorough induction process.

Setting details

Unique reference number	2551700
Local authority	Lancashire
Inspection number	10233446
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	13
Name of registered person	Little Minds Education Limited
Registered person unique reference number	2551699
Telephone number	07860802916
Date of previous inspection	Not applicable

Information about this early years setting

Little Minds Education Limited Forest School Nursery registered in 2019. It operates all year round, from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The manager holds early years professional status.

Information about this inspection

Inspector
Caroline Morton

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The owner and manager accompanied the inspector on a learning walk of the setting. They discussed, with the inspector, their curriculum provided and how it is arranged.
- The inspector completed a joint observation with the manager and they discussed the impact of the teaching on children's learning.
- A number of parents spoke to the inspector and their views were taken into account.
- Relevant documentation was reviewed by the inspector, including the suitability of staff working at the nursery.
- The inspector held discussions with staff and children at appropriate times throughout the inspection.

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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