

Inspection of Ingfield Woods

1 Ingfield, Kirklands Road, Baildon, Shipley BD17 6HT

Inspection date: 8 July 2022

| | |
|--|----------------|
| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision is good

Children bound up the woodland steps on arrival and are greeted warmly by cheery staff. The outdoor-based curriculum supports children's learning well, overall. It is underpinned by staff's high expectations and good knowledge of typical child development. Children happily join in enjoyable experiences that help them to develop new skills and knowledge across all areas of learning.

Children relish the freedom of the outdoors. They explore and investigate during play, showing that they feel secure and at ease. They work together and develop excellent problem-solving skills. For example, they work out how best to arrange plastic tubes to get marbles to a particular place. They discover that they can make a see-saw from logs and planks. Children use factual books to identify the creatures they find in the forest, looking at them closely through a magnifying glass. They develop balance, coordination and confidence when they climb trees and swing from ropes. Children have vivid imaginations. They pretend to escape from the 'chocolate lava' that flows down 'hedgehog hill'.

Staff are sensitive to the impact of the COVID-19 pandemic on children's well-being. They provide activities, such as 'laughing yoga', intended to promote children's good mental health.

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

- Children develop a range of skills that help to prepare them for later learning. They make marks in a variety of ways, such as with sticks and mud, which supports their early writing skills. They count leaves and bugs and compare length and height while building with items they find in the forest.
- Staff plan group activities, such as stories and 'news time', to help children to develop good listening and attention skills. Children listen intently to one another when they share stories from home. They recap their learning when they tell their friends about their activities over the morning.
- There is a wide range of planned activities and plenty of opportunities for free play that support children's overall learning very well. However, at times, plans for individual children's learning are not precisely focused on what they most need to learn next.
- Children learn to value what makes them unique and to understand and respect the similarities and differences between themselves and others. Staff encourage them to talk about their family's traditions and celebrations that are important to them. Children talk to their friends about how they exchange gifts at different times of year.
- Parents talk about how children develop a 'lifelong love of nature' and how they value the nurturing care that staff provide. They feel involved in their children's

pre-school education and know what they are learning about. However, staff do not consistently share information with other professionals who are also involved in children's learning and development.

- Staff observe and evaluate the ways children use play spaces. They make frequent changes that help to support children's interests and maximise learning opportunities. For example, staff installed a canopy and added holes to help children to observe the ways that water moves and gathers in the rain.
- Professional development helps to enhance staff's teaching. For example, independent research and training have helped to ensure that they are able to support all aspects of children's learning in the outdoor environment.
- Children behave well. Staff empower them to have the confidence to share their feelings and resolve their own conflicts. Children develop friendships. They greet their friends on arrival and invite them to join their activities, explaining the game they are playing.
- Staff promote healthy living. Children help to grow, prepare and cook their own vegetables and talk about the importance of good nutrition. They know they must drink plenty of water and wear a hat when the weather is hot.
- Children develop a remarkable awareness of how to keep themselves safe. They remind one another of the stringent rules, such as not going beyond the play area boundaries. Staff support them to take managed risks and to identify when they need to be careful, for example when running on uneven surfaces.

Safeguarding

The arrangements for safeguarding are effective.

Comprehensive risk assessments and consistently high levels of supervision help to keep children safe. Accidents are few and are closely monitored and reviewed. Staff undergo additional first-aid training that equips them with the skills and knowledge to deal with accidents and injuries in a forest environment. Staff keep their knowledge of safeguarding up to date, for example through regular training. They know how to identify and respond to children at risk from harm or abuse. They understand a wide range of potential dangers to children, such as the impact of extreme views and behaviours.

What does the setting need to do to improve?

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

- refine planning to focus even more precisely on what individual children need to learn next
- strengthen partnerships with other professionals to help to provide a more consistent approach to supporting children's care, learning and development.

Setting details

| | |
|--|------------------------------------|
| Unique reference number | EY555476 |
| Local authority | Bradford |
| Inspection number | 10174701 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Sessional day care |
| Age range of children at time of inspection | 3 to 4 |
| Total number of places | 14 |
| Number of children on roll | 17 |
| Name of registered person | Sponge Tree Ltd |
| Registered person unique reference number | RP555475 |
| Telephone number | 07914389726 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Ingfield Woods registered in 2018 and is located in Baildon, Shipley. It is managed and staffed by the two owners, one of whom holds a relevant early years qualification at level 3. The setting opens from 9am to midday on Thursday and Friday, term time only. The setting provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Clare Wilkins

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 leaders and has taken that into account in her evaluation of the provider.
- Leaders showed the inspector around the play spaces and talked about the curriculum.
- The inspector observed the quality of education and assessed the impact this has on children's learning.
- Leaders met with the inspector to discuss leadership and management of the setting. The inspector looked at relevant documents provided, including evidence of the suitability checks carried out on staff.
- The inspector completed a joint observation with one of the leaders.
- The inspector spoke to leaders and children at appropriate times during the inspection. She also spoke to a number of parents 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022