

# Inspection of Little Forest Folk Twickenham

Heatham House Youth Centre, Whitton Road, Twickenham, Middlesex TW1 1BH

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Inspection date: 4 August 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</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 arrive at the setting eager to learn. They receive a warm welcome from the kind and friendly staff. This helps them to feel safe. Children confidently explore the enticing forest school environment. They have positive relationships with staff and keenly ask them to join in with their play. For example, children are delighted when staff take part in their show about the 'three little pigs'. They invite other staff and visitors to be the audience and confidently retell the story through words and actions. Children are extremely attentive to staff and quickly learn the rules made for their safety. For example, children explain that they must not pick or lick any plants, because this could make them ill.

Staff provide a stimulating environment and have high expectations for children. Consequently, children quickly engage in the experiences on offer and show an extremely positive attitude to learning. They benefit from many opportunities to develop their independence and social skills. For instance, mealtimes are sociable affairs, where children follow good hygiene routines, make choices and happily converse with staff and peers. Therefore, all children, including those who have special educational needs and/or disabilities (SEND) and children who speak English as an additional language, are gaining the skills they need for the next stage of their education.

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

- The managers lead a motivated staff team. They use an effective programme of supervision to ensure staff's ongoing suitability for their roles. Staff undertake focussed training, which helps them to strengthen their professional skills and enhance children's learning. For instance, staff describe how they have developed new strategies to help children with SEND make accelerated progress.
- Children benefit from a broad and ambitious curriculum. Managers speak passionately about how they constantly review and develop the learning experiences for children. This includes a strong focus on environmental issues, such as recycling and respect for nature. They describe how the staff, children and parents have worked together to gain an 'Eco-School Green Flag' award.
- Staff generally promote children's communication skills well. For example, they engage older children in complex discussions and introduce them to a wide range of words. However, staff do not always consider how to adapt their language to support younger children and those who are still developing their speech.
- Children are highly active and inquisitive learners. Older children concentrate for long periods as they explore and develop their ideas and interests. For instance, children pour water to create a 'river'. They are fascinated to discover how it runs downhill and experiment with ways to stop and redirect the flow of water.

They confidently explain what they are doing and make predictions about what will happen next.

- The behaviour of the children is exemplary. They are kind and respectful to each other, the staff and visitors. Children quickly become familiar with boundaries, such as staying within the 'rainbow ribbons' where it is safe. Older children eloquently speak about their feelings and emotions. They solve any disagreements independently through discussions, skilful negotiations and compromise. This leads to a happy and safe environment where children flourish.
- Overall, the key person system is effective. Children display warm and caring relationships with staff, who know them well. Children who are new to the forest school receive reassurance from their key person, to help them settle when they arrive. However, occasionally, staff deployment means that children are then looked after by other staff during the rest of the session.
- Children's physical health is promoted through nutritious food, exercise and being outdoors in the fresh air. Children thoroughly enjoy the freedom of the forest environment, where they can explore and express themselves freely.
- Parents are extremely positive about the forest school and staff. They say that their children are very happy to attend. They appreciate the regular photos and information about their children's experiences, provided through the online app. Parents say that they are pleased that staff help children open their minds to the world. They talk about how their children have overcome their fear of insects and learned to care for nature and wildlife.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of their roles and responsibilities to safeguard children. They are aware of the signs and symptoms of possible abuse and know how to report their concerns. They know the procedures to follow if there are allegations made about a member of staff. Managers ensure that staff have regular training and reviews, to continually strengthen their safeguarding knowledge. There are robust procedures in place to help ensure that staff are suitable to work with children. Managers and staff thoroughly assess the environment and remove or reduce any potential risks to children's safety.

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

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

- help staff to build further on the ways that they support children's language and communication skills, in particular for younger children and those who are developing their speech
- review the deployment of staff, to ensure that children who are new to the

setting have more consistent support from their key persons, to help them learn about the routines and environment.

## Setting details

<b>Unique reference number</b>	2515489
<b>Local authority</b>	Richmond Upon Thames
<b>Inspection number</b>	10207896
<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>	32
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Little Forest Folk Too Ltd
<b>Registered person unique reference number</b>	RP541522
<b>Telephone number</b>	07707545913
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Forest Folk Twickenham registered in 2019. It is situated in the London Borough of Thames. The setting opens Monday to Friday, from 8am to 6pm, all year round. The provider employs seven staff to work with the children. Of these, five have a childcare qualification. One staff member has qualified teacher status and one has a level 6 qualification. Other staff are qualified at level 3 or level 2. The setting offers funded early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Sarah Crawford

## 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 this into account in their evaluation of the provider.
- The manager showed the inspector around the areas used by the forest school and explained how they organise the learning programmes for children.
- The inspector observed a range of activities and interactions between staff and children to assess the quality of education. This includes a joint observation with the manager.
- The inspector met with managers to discuss leadership issues, such as recruitment and staff training. She reviewed a sample of documents, including paediatric first-aid qualifications and records of staff suitability checks.
- Parents, staff and children shared their views and experiences of the forest school with the inspector. The inspector also looked at written feedback from parents.

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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