

# Inspection of Page Park Preschool - Forest School

Page Park, Park Road, Staple Hill, Bristol BS16 5LB

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Inspection date: 13 September 2022

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## **Overall effectiveness**

**Good**

The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

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 soon settle and become excited by the possibilities of what they can do in the environment. They enjoy being outside, where staff support them well in developing their individuality. Staff observe what fascinates the children and plan to develop their ideas. For example, after children show an interest in digging, staff set up an activity with hidden treasure. This captivates the children's interest, so they are eager to join in. Staff know when to interact to further advance children's learning. For example, they help children to make predictions and test their ideas, when a bucket of water becomes an experiment to see what will float and what will sink.

Staff are exceptional role models, demonstrating that when some things are difficult, they keep trying until they succeed. Children persevere and become highly resilient. For example, they practise attaching a balloon to a pump and blowing it up. When the balloon comes off and deflates, they laugh and try again. Children become highly confident, including those who are newer to the setting. They are extremely motivated and eager to have responsibilities. Staff encourage children to work together effectively to complete a task. For example, they hold the edges of a large bag to carry the fire pit across the field and are very proud of their achievements.

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

- The manager plans an ambitious curriculum and has high expectations for all the children. Staff implement the curriculum well, embedding children's prime areas of development to underpin their future learning. They enable children to become independent, confident learners, willing to have a go and work cooperatively with others. Children make good progress in the healthy environment.
- Children become confident communicators, including those learning English as an additional language. Staff value children's first languages, encouraging them to share and teach some words. Staff pay attention to children and support them successfully in listening to each other, so they take turns speaking. During the inspection, children were eager to tell the inspector about the treasure they found; its shape, colour and how many. Staff know which children need additional support and encourage their language skills effectively.
- Children lead their own learning and know where to find resources to extend their ideas. For example, after digging for treasure, some children decide to make a treasure map. Others discover tree roots and discuss their purpose, such as stopping the tree from falling over and providing water. However, although books are available, staff do not use all opportunities to encourage children to use them, including as a source of further information.

- Children's behaviour and attitudes are exceptional. They are extremely inquisitive, concentrate well and are highly motivated. Staff skilfully support children in understanding their emotions and thinking of others. Children learn to resolve any conflicts for themselves. They develop an excellent understanding of rules and appropriate behaviour. Staff start the day helping children to recall safety rules and give them opportunities to set their own.
- Staff have good opportunities to attend training to develop their skills and knowledge, and implement this well. For example, they use sign language to aid children's communication and have extended their understanding of how to support children's resilience. However, although the manager is a good role model, she has limited time to observe and feedback to staff to raise the quality of teaching even further.
- Partnerships are strong and ensure an inclusive provision. Staff work closely with parents to share important information. They make sure that all children, including those with special educational needs and/or disabilities, benefit fully from their early education. Parents confirm how well staff keep them informed of their children's progress and care. They comment on the positive impact they have seen on their children's development and well-being since attending the Forest School, particularly their independence.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of safeguarding procedures. They know what to be aware of and the procedures to follow should they be concerned that a child may be at risk of harm. Staff vigilantly supervise the children and carry out effective risk assessments of the enclosed park. They provide good support for children to keep themselves safe, while promoting their independence and skills. For example, children know to walk around the outside of a rope to the manager, where they use a long fork to toast their marshmallows on an open fire. They point out fungi on a tree and know why they must not touch it.

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

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

- strengthen the monitoring of teaching to identify ways to further improve consistency in the quality of teaching
- focus staff awareness in helping children to gain a deeper love of books and use them to gain information.

## Setting details

<b>Unique reference number</b>	EY553079
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10174617
<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>	3 to 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	Page Park Playgroup Committee
<b>Registered person unique reference number</b>	RP901805
<b>Telephone number</b>	07960979062
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Page Park Preschool - Forest School is part of Page Park Preschool and is run by their committee. The Forest School registered in 2018 and operates from Page Park, South Gloucestershire. It is open on a Tuesday, 9am to midday, term time only. There are two members of staff. The manager holds early years teacher status, and the other member of staff holds an appropriate early years qualification at level 3.

## Information about this inspection

### Inspector

Elaine Douglas

## 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 led the inspector on a learning walk to discuss the curriculum and what they want the children to learn.
- The inspector talked to staff, parents and children during the inspection and took account of their views.
- The manager and inspector held a leadership and management discussion and the inspector checked safeguarding information.
- The inspector observed the quality of teaching and the impact this was having on children's learning and development.
- The manager and inspector carried out a joint observation and discussed the quality of teaching and learning.

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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