

Inspection of Nature Wanderers Ltd

Claybush Woods, Claybush Road, Baldock, Hertfordshire SG7 5RH

Inspection date: 9 November 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 feel thoroughly at home in the woods. They arrive warmly dressed for a day of outdoor learning. Children are interested in the experiences available to them. They have plenty of opportunities to lead their own learning and are eager to get involved. Children's play is purposeful, and they have staff close by to help them extend their thinking and to put their ideas into practice. Children show that they respect and appreciate the environment.

Children behave well. They understand how to keep themselves safe. Staff teach children about the importance of safety outdoors, especially when using the fire pit. Children follow the rules and know to keep a safe distance from flames and hot surfaces. Children carefully balance on the tyre walk, confidently climb into and out of the climbing tree and get themselves into the hammocks for a gentle swing. Children work together. They become enthralled as they find worms in the soil. They talk to each other about how the worms are moving and how they can find them a safe place under the bug hotel. Children are eager to show everyone what they have found, and this interests more children, who join the activity.

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

- The provider has a clear understanding of what children need to learn and how the curriculum is designed to help every child achieve their goals. She has successfully communicated her vision to the staff team, and staff deliver child-led learning experiences that help children build on what they know and can do.
- Staff have a wealth of knowledge about special educational needs and are skilled at identifying children's needs. They are committed to inclusive practice and successfully provide an inclusive environment where every child can pursue their ideas and interests.
- Staff promote children's speaking and listening skills well. Children know and use a wide range of words to describe their play. They confidently discuss a variety of topics and show that they gain a good vocabulary. Children enjoy conversation and sharing their thoughts and ideas. They talk with great enthusiasm about the 'cold coffee' they are making, describing the mixture as 'sloppy'.
- Parents are happy with the provision and share their very positive views. They appreciate the warm and friendly manner of the staff. Parents are clear about the benefits they see for their children of learning outdoors.
- Staff know what they are teaching and why. They link their teaching to the needs of individual children. Staff plan some activities that build on what children have learned or where children have shown that they are ready to progress further. Children practise building their hand muscles using plastic tweezers to pick up pom-poms. This helps children to develop the strength and

coordination needed for writing.

- Staff support children to explore mathematics with simple counting exercises as they play. Children show that they know and can use number sequences as they count objects, including the pine needles that they find on the ground and use in their 'cooking'.
- Overall, staff support children's enjoyment of books and early reading well. Children love to listen to stories and to look at books on their own or with a friend. Children are developing their curiosity and interest in literacy. They are beginning to recognise and sound out the letters in their name. Staff use phonics to support this learning. However, their knowledge is not fully developed, and teaching is not consistently precise, leading to the mispronunciation of some letter sounds.
- Staff make good use of the outdoor environment and successfully cover all areas of learning across the day in a natural fashion. They are attentive to children and quickly pick up on cues, seizing opportunities to extend learning with gentle questions that help children to develop and explore their ideas. However, staff do not always make sure that all of the resources children require are readily available.
- Staff benefit from a thorough induction programme that ensures they understand the forest school principles and the procedures necessary to keep children safe. The provider meets with the staff regularly to discuss their practice and to help them decide on areas for improvement.

Safeguarding

The arrangements for safeguarding are effective.

Staff have strong safeguarding knowledge. Those with overall responsibility for the day-to-day management of the setting have completed training for designated safeguarding lead. All staff are aware of the possible signs that a child is suffering harm. They know how to report concerns about children and adults. Staff document, monitor and report concerns about children to the appropriate agency to ensure these are resolved or to enable them to make further referrals.

What does the setting need to do to improve?

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

- review the organisation and preparation of resources to make sure they are readily available for children
- support staff to ensure teaching is consistently precise and matched to current practice, with particular regard to the use and teaching of phonics
- provide staff with further opportunities for continuous professional development to help them gain knowledge and skills directly linked to children's known needs.

Setting details

Unique reference number	2631459
Local authority	Hertfordshire
Inspection number	10261946
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 8
Total number of places	42
Number of children on roll	42
Name of registered person	Nature Wanderers Ltd
Registered person unique reference number	2631461
Telephone number	07867555734
Date of previous inspection	Not applicable

Information about this early years setting

Nature Wanderers registered in 2021 and is situated in Baldock, Hertfordshire. The setting is open Monday to Friday, from 9am to 4pm, during term time. It provides a holiday club during most school holidays. The setting employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and above. The setting receives funding for the provision of early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Alison Reeves

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 provider and the inspector discussed how the early years provision and the curriculum are organised.
- The provider and the inspector observed an activity and evaluated the quality of education.
- The inspector held a number of discussions with the provider and staff. She looked at relevant documentation, including evidence of the suitability of staff working at the setting.
- The inspector spoke to children at appropriate times throughout the inspection.
- Parents shared their views about the setting with the inspector. These were considered as part of the overall evaluation.

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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