

# Inspection of Outdoor-Fun Forest School Nursery

Sound & District Primary School, Whitchurch Road, Sound, NANTWICH, Cheshire  
CW5 8AE

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Inspection date:

25 November 2022

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## **Overall effectiveness**

## **Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Requires improvement

## What is it like to attend this early years setting?

### The provision is inadequate

Instability in staffing and weaknesses in curriculum planning and implementation mean that children are not thriving in their learning at this nursery. Generally, children settle well. For example, they are eager to put on their wetsuits so that they can explore the outdoor environment. However, the key-person system is not effective. Staff who are assigned to these key roles are unqualified and lack the knowledge and skills to support children in their individual learning and development needs.

Children do not consistently demonstrate positive attitudes towards their learning. This is because staff do not know children's individual needs or levels of development. Staff do not plan activities to include all children. Some children, on occasion, wander around outdoors without interaction from staff. They rely on themselves to lead their own learning. This means that the progress they make is limited. Nevertheless, children show some perseverance, such as when helping their friends on toy tractors. They enjoy feeding the nursery's chicken with dandelion leaves. Children are recognising that they have some differences to others, such as their appearance. However, staff fail to support children to learn about differences beyond their own experiences, such as about different families and differently abled people. This does not help to prepare children for life in the society in which they live.

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

- The nursery has gone through a tumultuous period. The provider has not taken effective action to address the issues raised at the previous Ofsted inspection. The nursery still has recruitment difficulties. The provider is yet to establish a stable staff team, which includes having a manager and a deputy manager in place who can fulfil these roles adequately. Therefore, the nursery is staffed by people who lack the relevant qualifications to meet children's needs. On occasion, legal requirements of ratios are breached, such as when qualified members of staff leave for their lunch break. The provider demonstrates a positive attitude to remedy these shortcomings.
- Staff do not provide children with a curriculum that sequentially builds on what they already know and can do. This results in a blanket approach to teaching, without sufficient adaptations to meet the differing needs of children. For example, staff model counting and comparing lengths of sticks to children who do not understand this. Older children are not given the challenge that they need to deepen their learning. As a result, children lose engagement and motivation in learning.
- Staff do not have the knowledge and skills to support children well enough in their learning. For example, they do not recognise that holding babies for

prolonged periods of time outdoors fails to meet their learning needs. Some staff interactions, especially with the youngest children, are poor. Children do not always have the support they need to move their play forwards. This means that they lose interest and do not always engage in purposeful learning. As a result, children, including those with funded places and those with special educational needs and/or disabilities (SEND), do not make the progress of which they are capable.

- Hygiene practices are weak. Children repeatedly cough throughout the day, and staff fail to teach them the importance of covering their mouths when coughing. The morning and afternoon snack of chopped fruit is placed in front of children on the table without plates. This does not give children consistent messages about table manners, and staff do not ensure that the table is clean. These poor practices have a negative impact on children's health, as staff are not preventing infection from spreading. Nonetheless, staff do encourage children to wash their hands before eating. They provide children with healthy foods, such as pasta and vegetables.
- Children's behaviour begins to decline when they are under stimulated. This results in some unwanted behaviours, such as throwing toys and climbing on unstable objects. During these occasions, staff do not always acknowledge or challenge these behaviours. This means that children are not clear of behaviour expectations. Generally, children can be caring. They are well mannered and show curiosity towards the inspector.
- Leaders have established links with the host school and with external professionals. They understand the importance of partnership working. For example, leaders have recently started to work with an external special educational needs coordinator to put plans into place to support children with SEND.
- Parents report that their children settle well. They say that staff provide information for parents about their children's time at the nursery. However, leaders have not ensured that progress checks are completed and shared for children aged between two and three years. They cannot provide these documents when requested. This means that leaders cannot assure themselves that children who are at risk of delay are identified early and are supported appropriately.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider fails to ensure that there are always enough qualified staff members to meet the needs of all children. Risk assessments are in place to check that the premises are safe and secure. Recruitment checks ensure that staff do not pose a danger to children. Members of staff access training in safeguarding and paediatric first aid. They understand the steps to take if there were concerns about the conduct of a colleague or children's welfare. However, leaders do not make sure that new staff access induction training that includes understanding the nursery's safeguarding policies. This means that they do not know the local authority referral

procedure. Some staff do not demonstrate a broad understanding of safeguarding issues, such as witchcraft.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
ensure that there are always enough qualified staff to meet the requirements around ratios and key persons, so that the needs of all children are met	30/12/2022
ensure that there is a suitable manager and a named deputy manager in place	30/12/2022
develop and implement a curriculum that sequentially builds on children's individual needs and levels of development	30/12/2022
support staff to gain the knowledge and skills to provide children with activities that match their different levels of development, to help all children to make the progress that they are capable of	30/12/2022
ensure that staff consistently follow robust hygiene practices and teach children the importance of these, to support children's health and prevent the spread of infection	30/12/2022
ensure that the progress check for children aged between two and three years is completed and that these documents are available on request	30/12/2022
ensure that all staff understand the nursery's safeguarding policies and procedures, and help them to secure a broad understanding of safeguarding issues.	30/12/2022

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

- enhance the programme for personal development, to help children learn about similarities and differences beyond their own experiences
- support staff to give children clear and consistent expectations, to help to promote children's positive behaviour.

## Setting details

<b>Unique reference number</b>	2534833
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10245136
<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>	1 to 11
<b>Total number of places</b>	16
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Outdoor Fun Ltd
<b>Registered person unique reference number</b>	2534832
<b>Telephone number</b>	01270780270
<b>Date of previous inspection</b>	19 May 2022

## Information about this early years setting

Outdoor-Fun Forest School Nursery registered in 2019 and is based at Sound and District Primary School, in Nantwich. The nursery employs five members of staff, two of whom are supply staff. Of these, one holds an early years qualification at level 3, and one is qualified to level 6 with qualified teacher status. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

David Lobodzinski

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in his evaluation of the nursery.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The provider and the inspector completed a learning walk.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- A joint observation was carried out by the inspector and the provider.
- The inspector held discussions with the provider, manager, staff and children at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability and training of staff.
- The views of parents were considered by the inspector through discussions.

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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