

Inspection of Bexley Forest school Preschool

Albany Park Baptist Church, Stansted Crescent, Albany Park, Bexley, Kent DA5 3JB

Inspection date: 25 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 explore excitedly at this outdoor nursery. They help staff to chop wood for the fire. Children sit around the campfire and sing songs. They discover the world around them and look at changes in nature. Children learn new words during their outdoor experiences. For example, by the fire children say, 'We can hear crackles'. Children explore excitedly. Children's physical development is particularly well supported. They climb the big apparatus and crawl along the bridge. Children go on a pretend bear hunt each day. They explore real tools at the woodwork station. Children try hard, have a go at activities and take risks under the watchful eye of staff.

Children make friends. They spend time listening to each other. Children learn to share and take turns. Staff role model to children how to wait for their turn. Children have the time which they need to use new language. They are confident speakers. Children can say what they like and dislike. They are respectful of one another and behave well. Children learn to be independent. They get changed, wash their hands and take off their shoes. Children help themselves to mittens and hats in cold weather. Children enjoy making their snack. They know how to make and knead their own play dough. Children stir ingredients together to make flatbread. They cook their flatbread on the campfire excitedly. Children learn how things work.

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

- Managers and staff design a curriculum that has a strong intent for all children. All staff understand what they want children to learn. They are passionate about teaching children to explore the world around them. Managers and staff teach children to be resilient learners who try hard. Staff all share this vision.
- Staff find out about children's interests. They plan stimulating activities for children to explore. However, staff do not always closely link activities to the skills some children need to develop.
- Managers and staff support the development of children's early literacy skills well. There is a culture of reading books and stories at the nursery. Staff read to children and ask questions. Children explore storybooks and non-fiction texts. Staff extend children's learning of stories by planning activities that link to the story. For example, children read a story about penguins. They join in with a penguin dance, waddle like a penguin and talk about how penguins move. Staff teach children about the lifecycle of penguins. Children listen and ask questions. Children enjoy books and know that they help them to find information.
- Managers and staff plan ambitious opportunities for children to develop their physical skills. They understand that supporting children to take appropriate risks gives them confidence. Staff help children to take risks safely. For example,

children learn how to light a fire and split wood. Children are confident and learn how things work.

- Managers and staff support children's communication skills. Children use new vocabulary. For example, they describe the different penguins and look at their differences. Children say that 'One has hair and that one does not.' Staff support children to remember new language by teaching them sign language. Children sing songs and do the actions. Staff are energetic and animated as they sing to children. Children are engaged and happy.
- Children enjoy a familiar routine. They sit at 'base camp' twice a day with their friends. They listen to stories and sing. Children have regular visits from external agencies, such as a drama and physical education teacher. Children feel safe and secure. They are settled and happy.
- Parent partnerships are strong. Parents report that their children's confidence has grown. They say that children tell them about what they have been learning at nursery. Parents enjoy receiving information about their children's progress. This helps them to extend their children's learning at home.
- Managers and staff know that finding out about children's previous experiences is important. However, the systems they use to find out this information does not consistently support some children to receive the targeted support they need to achieve the best possible outcomes in their learning.
- Managers and staff are reflective of their practice. They plan opportunities to further their knowledge and skills. This helps staff to support children with their learning.

Safeguarding

The arrangements for safeguarding are effective.

The managers and staff understand how to keep children safe. They know the signs to look out for that may cause them concern. Managers and staff plan training opportunities to keep their knowledge up to date. They have a strong understanding of a range of safeguarding issues. Staff know how to report their concerns. There are robust recruitment arrangements in place to ensure that staff are suitable.

What does the setting need to do to improve?

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

- support staff to plan activities which take account of the skills which individual children need to learn next
- strengthen the systems for finding out about children's previous experiences to support all children to achieve the best possible outcomes.

Setting details

Unique reference number	2599524
Local authority	Bexley
Inspection number	10251530
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 5
Total number of places	48
Number of children on roll	48
Name of registered person	Bloomberg, Lara
Registered person unique reference number	2599523
Telephone number	07976384952
Date of previous inspection	Not applicable

Information about this early years setting

Bexley Forest school Preschool registered in 2020. It is located in Bexley, Kent. It is open all year round from 8am to 6pm, Monday to Friday, except on Tuesday when the setting closes at 4pm, except for a four-week closure for holidays. The setting uses the forest school education approach. There are six staff, including the provider/manager, who holds qualified teacher status, and four staff hold relevant level 3 qualifications.

Information about this inspection

Inspector

Kate Daurge

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector carried out a joint observation with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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