

Inspection of Little Forest Farmers

Cockfields Farm, Lees Road, Ashton-Under-Lyne, Lancashire OL6 8AR

Inspection date: 9 January 2023

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 demonstrate curiosity for the natural world as they spend the majority of their time in outdoor spaces. They develop respect for the world around them as they grow fruits and vegetables and benefit from interactions with animals on the neighbouring farm. Children are developing a love for learning as staff create opportunities for them that build on their interests. For example, children are interested in light and dark, and staff set up materials and experiences for children to explore this interest further.

Children are happy, settled and confident in the setting. They are supported by responsive staff who build good relationships with them. Children are eager for staff to join in their play. They are developing their confidence and independence because staff have high expectations of what they are able to achieve. For example, children climb up ramps and walk along beams while thinking about how to keep themselves safe. Children can use real tools to make creations. They are well supervised by staff, who help them think about their behaviour while using the equipment.

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

- Leaders and staff have an ambitious vision. They have given detailed thought to creating an environment that supports children to learn and develop through exploration and investigation, mostly outdoors. The well-planned environment helps children to develop resilience and independence and be ready for their next stage in learning.
- Leaders and staff work well with other settings that children attend. They gather information about children's experiences elsewhere. This helps them to know children well and create a consistent approach.
- Children with special educational needs and/or disabilities receive good support. Staff work closely with parents, children and other professionals to ensure that children receive care and education that meets their needs. This helps children to benefit from targeted, individualised help.
- Staff use a variety of strategies to help children understand how to behave in a range of different situations. For example, they use pictures to explain to children what will happen next and use a sand timer so children know when something will happen. This helps children to understand what is expected of them.
- Children are motivated and stimulated during their play. However, during the times of the day when they move from one activity to another, children become restless. Staff do not consistently support them to maintain good levels of attention and engagement, particularly during transition periods.
- Children are making good progress in their mathematical development. For

example, they count how many children are present and talk about objects being 'tall' and 'small'. This helps children to become aware of quantity and size.

- Staff use stories with children to ignite their imagination and help enhance their understanding. For example, children act out characters in a story and use instruments to think about the sounds the animals might make. This supports children to develop a love of books.
- Staff think about the experiences children have encountered and how they can extend the range of opportunities available to them. For example, they ask parents to provide photos of vehicles children have been on with their family, and they talk about these experiences. Following on from this, staff take children on a walk to the library and on a bus to the museum. This helps to broaden children's horizons.
- Staff support children to think critically about the activities they are undertaking. For example, as children build towers with large bricks, staff encourage them to think about where they need to add the next brick and what they might do to stop the tower from falling over. This supports children to develop their problem-solving skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff regularly risk assess the equipment that children use and the level of supervision they need. For example, each tool that children use has a colour-coded card that outlines the protection that staff need to offer. This helps to reduce potential risks to children. Staff are clear on the signs and symptoms of abuse, and they know what to do if any concerns arise. Managers undertake quizzes with staff to check their knowledge and understanding of safeguarding. They use the findings from the quiz to support staff to enhance their knowledge further.

What does the setting need to do to improve?

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

- help children to maintain high levels of attention and engagement during the daily routines and transition periods.

Setting details

Unique reference number	2613259
Local authority	Tameside
Inspection number	10264665
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	30
Number of children on roll	32
Name of registered person	Little Forest Farmers Ltd
Registered person unique reference number	2613256
Telephone number	07884563874
Date of previous inspection	Not applicable

Information about this early years setting

Little Forest Farmers registered in 2020. The setting is based in Ashton-under-Lyne. Sessions are from 7.30am to 5.30pm, Monday to Friday, all year round. The nursery employs eight members of staff. Of these, three hold appropriate qualifications at level 6, and five hold appropriate qualifications at level 2 or above. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Joanne Ryan

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 talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a communication and language activity 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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