

# Inspection of Cobnuts Woodland Nursery And Forest School

Cobnuts Woodland Nursery Unit 13, Wealden Forest Park, HERNE BAY, Kent CT6  
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Inspection date: 10 February 2023

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children receive a friendly welcome by caring staff and the nursery dog. They are keen to rush straight in and look at the images from the camera inside the bird house in the garden. The children exclaim in delight as they spot wool in the nesting box that they have hung on trees outside for birds to collect. The environment provides accessible resources which encourage children to self-select and make choices. Staff have high expectations for children. The activities offered encourage children to experiment and investigate. This builds the independence and resilience skills and helps to develop a 'can-do' attitude to learning.

Children are very social and confidently talk to visitors. They show friendly behaviour towards each other. Children put their boots on independently, ready for the woodland walk. A child helps another child by saying, 'hold onto me so you do not wobble'. They are learning to take turns and share. Children have the opportunity to take part in festivals and experience other cultures. They taste food from around the world and make gifts to share with their friends. Children learn about what makes them different and unique.

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

- Children develop awe and wonder for the natural world. When they find a butterfly in the nursery garden, they study it closely and copy patterns on the wings in paint. This promotes children to use their imagination; they take pride in displaying their artwork around the room.
- A well-sequenced curriculum allows children to explore what they know and can do. When they are ready, children try more challenging tasks. For instance, children learn to sew from a young age. This becomes more complex as fine motor skills are developed. Staff introduce buttons to increase the difficulty and enhance children's fine motor skills ready for writing.
- Parents feed back that they are happy and receive lots of support. The special educational needs coordinator works closely with staff and refers children who need support quickly to relevant professionals. Children work in small groups and receive one-to-one support if needed. This means that all children make good progress from their starting points.
- There is a good balance between risky play and allowing children to explore safely. The outdoor environment provides opportunities for children to solve problems, build constructions and draw on a large scale. This ensures that children can assess risks themselves while developing their gross motor skills.
- Meals are healthy and nutritious. Children help prepare snack and lunch. They make mackerel pâté by selecting the correct resources and ingredients, as they follow instructions from a cookbook. They pour their own water from glass jugs into smaller beakers. Younger children feed themselves competently using

crockery and cutlery at mealtimes. This encourages them to be independent in their own self-care.

- Staff use detailed language when speaking to children, which they then use in their play. For example, when wrapping elastic bands around dinosaurs, children talk about 'tangling' and 'trapping' the dinosaur. They use their imagination to add a story about why the dinosaur needs catching. However, sometimes staff do not always use consistent strategies to develop and increase children's communication and language skills.
- Mathematics is skilfully weaved into daily activities. Younger children sort washing baskets full of socks. They use pegs to hang matching pairs onto a washing line. Older children count how many children are having snack. They check that there is the right amount of chairs around the table and enough bowls of fruit for everyone. Children are developing an early awareness of mathematical concepts.
- Staff listen and consult with children. When walking to the local animal park, children vote for the route that they would like to take. They then choose to look at the animals first before visiting the play park. This helps children learn about democracy and know that their opinions are important.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff have undertaken safeguarding training. This includes issues such as domestic violence, radicalisation and female genital mutilation. Staff know the signs that a child may be at risk and take the appropriate action to report any concerns quickly. This means that those children and families who need support, receive this in partnership with the local authority safeguarding team. Staff members use written risk assessments and constant dialogue effectively to keep children safe when using the the local woodland. A forest school lead holds relevant qualifications and outdoor first aid. Most staff have paediatric first-aid qualifications.

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

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

- further improve teaching to make sure staff use consistent strategies to promote children's communication and language skills.

## Setting details

<b>Unique reference number</b>	EY487164
<b>Local authority</b>	Kent
<b>Inspection number</b>	10264709
<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 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	Cobnuts Woodland Nursery And Forest School Limited
<b>Registered person unique reference number</b>	RP534430
<b>Telephone number</b>	01227 719 408
<b>Date of previous inspection</b>	22 June 2017

## Information about this early years setting

Cobnuts Woodland Nursery And Forest School re-registered in 2015. It is privately owned by Cobnuts Woodland Nursery And Forest School Ltd. It operates in an industrial estate near Wildwood nature centre in Herne Common, Kent. The nursery operates as a forest school and takes place off the premises, in a private local woodland for significant parts of the day. It is open Monday to Friday, 7:30am to 3:45pm, all year round. The setting receives funding for the provision of free early education for children aged two, three and four years. There are ten staff working directly with the children, all of whom hold relevant early years qualifications.

## Information about this inspection

### Inspector

Jennie Winchcombe

## 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 setting.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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