

# Inspection of Forest Grove Hackney

South Millfields Park, Millfields Road, London, London Borough of Hackney E5 0AR

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Inspection date: 7 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children experience a wealth of exciting learning opportunities at this well-run outdoor setting. Staff ensure all areas of the early years foundation stage are supported. Children create their own artworks, make dens with crates and fabric, and search for insect, all under the watchful eye of their key persons, who know them extremely well. Before children start, the manager makes sure they become familiar with the setting by sharing photos of the environment and the staff. This supports their transition from home and helps them to settle quickly.

Staff have high expectations and understand how young children learn. They focus on the key skills they need to develop before they move on to the next stage in their education. The youngest children are supremely confident, independent and very well behaved. They can do a range of things for themselves, including using the toilet, self-registering when they arrive, and deciding what clothes to wear when the weather changes.

The natural world is the medium through which the children learn. Staff want them to 'develop a deep understanding of the natural world and have a lifelong connection with nature'. Activities support this aim. For example, children search the outside space for 'signs of spring'. They look high into the treetops to identify birds' nests and search the undergrowth and fallen leaves to find sprouting crocuses they planted the year before.

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

- Managers create a strong vision for the setting. They know that having a well-qualified and skilled staff team supports their aims. Professional development and training sessions are planned regularly, ensuring that staff knowledge and skills are always up to date. Supervision and performance monitoring help managers to identify any areas for improvement.
- Managers and staff carefully plan a curriculum that is based on children's interests and individual learning needs. They use assessment and observation effectively to identify and address any gaps in children's learning. They have high expectations and encourage children to take risks in the safe, well-organised outside space.
- Mathematics development is very well supported. An interesting and interactive mathematical area is set up daily. Children have many other opportunities to practise their early number skills. For example, they count the number of children present during circle time, and follow numbered instructions on a map, developing their understanding of ordering numbers and sequencing.
- Communication and language learning is a focus. All staff model spoken English well, repeating simple words and phrases to secure children's understanding.

Regular story times broaden children's experience of language. Group activities encourage them to talk, share their ideas and answer questions.

- Children learn to understand and express their emotions. They sit on a 'feelings bench' when they are overwhelmed and need some quiet time. Children listen to stories, such as 'The Colour Monster', helping them to identify their emotions and feel more in control.
- Children's behaviour is good. They understand the setting's rules and how to keep themselves safe. Children play well with each other, sharing and taking turns appropriately. They show real concern when a friend becomes upset and needs reassurance. Photos of daily routines are displayed to remind children what they should do at particular points in the day.
- A very effective key-person system promotes children's emotional well-being. Children form strong bonds with their key person and seek them out when they need support. Settling-in systems are flexible and take account of children's emotional needs. Staff stay with children and make every effort to give them a positive early experience.
- Overall, staff skilfully extend and challenge children's learning during adult-led activities. They use open-ended questions to deepen children's thinking, for example how the birds have made their nests in the trees and why there is so much blossom on the ground. However, not all children are encouraged to take part in adult-led group activities, and miss out on some key learning opportunities.
- Parents are extremely complimentary about the provision and the dedication of the staff team. Communication is a particular strength. Parents particularly value the daily updates they receive about their children's experiences and comment on the good progress they have made since they joined the setting.

## Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is given high priority. Staff are clear about their roles and responsibilities, and undertake extensive training to understand how best to help protect children. Staff have a secure knowledge of child protection issues and understand what signs and symptoms may indicate that a child is at risk from harm. They know how to report any concerns they may have, including if an allegation is made against a member of staff. There are robust procedures in place to ensure the ongoing suitability of staff. Staff supervise children closely, undertaking daily risk assessments to help reduce any potential risks in the outside space.

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

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

- encourage all children to take part in adult-led group activities, so they benefit from the rich learning opportunities offered.

## Setting details

<b>Unique reference number</b>	2617889
<b>Local authority</b>	Hackney
<b>Inspection number</b>	10265107
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	3 to 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Forest Grove Forest Schools Ltd
<b>Registered person unique reference number</b>	2617890
<b>Telephone number</b>	07971686344
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Forest Grove Hackney registered in 2020. It is a forest school situated in Millfields Park, in the London Borough of Hackney. The setting operates Monday to Friday from 9am to 3pm, during term time only. It receives funding to provide free early education for children aged three and four years. The setting employs six members of staff. Of these, four hold relevant childcare qualifications at level 3 and one holds a level 6 qualification.

## Information about this inspection

**Inspector**  
Paul Church

## 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 completed a learning walk together and discussed the early years curriculum.
- The inspector spoke with staff and observed interactions between staff and children.
- The provider discussed the leadership of the setting with the inspector.
- The inspector carried out a joint observation with the provider.
- Parents shared their views about the setting with the inspector.

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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