

Inspection of Out There Forest School and Kindergarten

East Winds Activity Centre, St. Annes Terrace, Bristol BS4 4DY

Inspection date: 25 April 2023

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

The provision is good

The curriculum meets children's needs well. It provides a wide variety of experiences in a well-resourced outdoor environment, in particular to support children's personal, social and emotional development. Children engage well in their learning and are keen to participate in the forestry activities. For example, children share their knowledge confidently during small-group activities, recalling how they planted beans. Children are curious to explore the celery plant using their senses. They notice similarities and differences between plants, and respond well to questions that challenge their thinking.

Children benefit greatly from clear routines so that they know what is happening now and what to expect next. Staff respect children's play. They give a five-minute warning so children can finish their play before confidently moving on to another activity. Children understand the rules that keep them safe in the outdoor environment, such as using their 'owl eyes' and 'deer ears'. Children learn to respect nature. When they find a snail in the gazebo they think about a safe place to put it so that it does not come to harm.

Children develop their strength and physical skills successfully. They climb tree trunks carefully to listen to a story. They balance and jump over ropes as they create imaginative stories. Children hold mark-making tools with developing coordination, such as using small brushes to paint or markers to make attempts to write their name on whiteboards.

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

- Staff plan effectively and know what children need to learn next. They use their observations and assessments, such as mathematics screening, effectively to influence their planning when gaps in children's learning arise.
- Staff use effective interactions to help children to develop good communication and language skills. They broaden children's vocabulary, encourage good listening and engage children in meaningful, turn-taking conversations. Staff model language to promote curiosity effectively, such as 'I wonder what' and 'I noticed that'. On occasion, staff do not always consider the length of activities or use available resources to enable all children to have the opportunity to express their ideas in some activities.
- The knowledgeable special educational needs coordinator (SENCo) works closely with key persons, parents and other professionals to meet children's individual needs. Children are fully included in all activities at their level of understanding and engagement. Staff use resources, such as fidget toys and a wobble board, well to help children with additional needs to concentrate and engage in their learning.

- The strong key-person system supports children's emotional well-being effectively. Staff know the children well and meet their care and emotional needs successfully, which parents greatly appreciate. Staff promote a highly inclusive and respectful culture. Children learn about different traditions, such as maypole dancing on May Day. They dance around the 'maypole' and design their own smaller versions. However, staff do not always encourage children to have a go on their own, for example, to tie the ribbons on their stick or to untangle the larger ribbons from around the tree, to support them to solve problems independently.
- Children behave well. They are kind and helpful towards each other. Staff understand what works well for individual children and adapt strategies successfully to manage behaviour. Children use emotion cards to identify how they feel. Staff support them well to identify what would help their mood improve. Staff know when to step in and calm children's play. They do so sensitively without detracting from children's imaginative games.
- Children gain good independence in their self-care. They confidently use the toilet tent and make good attempts to dress themselves in waterproof, all-in-one clothing to visit the woods.
- Leaders and managers evaluate the effectiveness of the provision well. They provide good opportunities for staff to develop their professional skills and ensure their well-being. Staff comment that they are well supported to gain skills and achieve qualifications. Staff reflect well on their practice and use training effectively to enhance children's experiences and provide quality interactions.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete regular training and engage in professional discussions to enable them to recognise when a child is at risk of harm. The designated safeguarding lead (DSL) has good knowledge of the procedure to follow should a child be at risk. She works closely with other agencies to share information regularly. Staff use their risk assessments effectively to ensure that the environments are safe and deploy themselves efficiently. They help children to understand the expectations that keep them safe. For example, they walk children around the coned perimeter to ensure that they understand where they can play and learn. Children show that they understand potential risks for example, they demonstrate how to carry a stick safely.

What does the setting need to do to improve?

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

- use all opportunities that arise to help children have a go and solve problems for themselves to further develop their critical thinking

- organise group times to enable all children to contribute their thoughts and ideas even further.

Setting details

Unique reference number	EY546746
Local authority	Bristol City of
Inspection number	10282744
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 9
Total number of places	26
Number of children on roll	103
Name of registered person	Out There Forest School and Kindergarten Ltd
Registered person unique reference number	RP546744
Telephone number	07948674811
Date of previous inspection	27 June 2018

Information about this early years setting

Out There Forest School and Kindergarten registered in 2017. It is located in Brislington, Bristol. It provides a range of education and childcare facilities, including a kindergarten, an after-kindergarten club and a holiday club. The setting is open from 8am until 5.30pm on Monday to Thursday, throughout the year. The provider employs ten members of staff. Of these, three hold early years qualifications at level 6 and two hold level 3 qualifications. The provision is in receipt of funding to provide early education for children aged two, three and four years.

Information about this inspection

Inspector
Rachael Williams

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 owner, manager and inspector completed a learning walk together and discussed the early years curriculum.
- The manager and inspector completed a joint observation of a group activity.
- The inspector spoke with leaders, managers, staff, SENCo, DSL and children at convenient times during the inspection.
- The views of parents who contributed written testimonials and those who were called during the inspection were considered.
- A sample of required documentation was observed.

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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