

Inspection of Little Forest Folk Morden

Land to the rear of 318-344 Cannon Hill Lane, London SW20 9HL

Inspection date: 3 May 2023

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| 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 show that they feel self-assured and secure at the nursery. They experience a very warm welcome from staff when they arrive. Children who need it receive caring and sensitive support as they watch their parents leave. This helps them to settle into their play quickly. Children spend most of their time exploring the wealth of learning opportunities outdoors. For example, they love making marks in the ground using twigs or sticks, which helps to develop their early writing skills. Children are very familiar with the forest rules, such as 'no picking and no licking', which they follow rigorously. They are learning to keep themselves safe.

Children get along well with each other, working and playing together happily. They are able to describe their play with increasing confidence. For example, a group of children tell the inspector that they are busy 'cooking and making chocolate drinks' in the mud kitchen. Children also show good levels of concentration as they plant carrot seeds in the garden. They know how to care for their plants, such as by watering them to help them grow. Children experience fun and stimulating activities, which keep them motivated to play and learn.

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

- The manager, with effective support from the senior management team, leads her staff members well. She has a calm and professional approach, which has a positive impact on staff, children and their parents. As a result, she has established strong and trusting relationships with them very quickly.
- Staff use their accurate observations to provide children with a curriculum that sparks their interest. They currently have royal celebrations entwined into their play as a learning theme. Children have lots of fun making their own crowns and dressing up. In addition, staff promote children's interest in living things. For example, they talk to children about the life cycle of animals, such as chickens, and their habitats.
- Staff work well with parents to support children's learning and development. Parents are particularly complimentary about the level of care their children receive. Although staff work with professionals, such as speech and language therapists, this partnership is less successful with teachers from other childcare providers. This prevents staff from offering children a more consistent learning experience.
- Staff value the supervision and regular meetings with the manager. Some staff have completed training that has enabled them to further promote children's language skills. This has had a positive impact, particularly on children who speak English as an additional language. Staff will benefit further from a sharper focus on their professional development. This in turn will ensure that children receive the highest level of teaching practices.

- Staff have high expectations for children's learning. For example, they expect children to develop good physical skills and to make their own choices. This enables children to gain confidence in their abilities. Staff also incorporate numbers into the daily routine, which promotes children's early mathematical skills effectively. As a result, children, including those with special educational needs and/or disabilities and who speak English as an additional language, make strong progress from their various starting points.
- Children develop a love of stories. They receive encouragement from staff to predict what might happen next and to join in with familiar refrains. This helps children to build on their imagination as well as their language skills.
- Children are highly independent learners. For example, they take responsibility for their self-care and toileting needs.
- Staff manage children's behaviour well. They are consistent in modelling the use of polite words, such as please and thank you. Children learn good manners, and this supports them in becoming good communicators.
- The manager evaluates the quality of the provision effectively to make continuous improvements. For example, she is revamping the outdoor area to further promote children's natural curiosity.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete rigorous checks to assess their suitability to work in a nursery environment. They know how to identify and report signs of abuse to protect children's welfare. Staff are also aware to look out for indicators that may point to radicalisation or extremism. Children receive good levels of supervision to help them feel safe and secure. They learn how to manage age-appropriate risks, such as when climbing low-level trees. Staff complete a risk assessment of the premises to identify potential risks to children. This enables them to provide children with a safe environment to play and learn.

What does the setting need to do to improve?

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

- strengthen partnership working with other childcare providers to offer children a more consistent learning experience
- continue to sharpen the focus of staff's professional development to extend their knowledge and skills even further.

Setting details

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| Unique reference number | 2632775 |
| Local authority | Merton |
| Inspection number | 10285489 |
| 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 4 |
| Total number of places | 24 |
| Number of children on roll | 36 |
| Name of registered person | Little Forest Folk Ltd |
| Registered person unique reference number | RP901380 |
| Telephone number | 07707545913 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Little Forest Folk Morden registered in 2021 and is located in the London Borough of Merton. The nursery employs nine members of childcare staff. Of these, one holds early years professional status and five hold early years qualifications at levels 2 and 3. The nursery is open from 8am to 6pm, Monday to Friday, for 51 weeks of the year. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager showed the inspector around the nursery and explained how staff deliver the early years curriculum. She conducted a joint observation of an activity with the inspector and evaluated the impact of this on children's learning.
- The inspector observed the quality of education delivered outside and engaged with the children at appropriate times during the inspection. She checked the required documentation, such as staff suitability checks and training certificates.
- Parents shared with the inspector their views on the quality of the provision they and their children receive.
- Staff talked to the inspector about their roles and responsibilities at the nursery.
- The inspector held meetings with the manager and senior management team to discuss matters relating to leadership and management.

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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