

# Inspection of Outdoor-Fun Forest School Nursery

Sound & District Primary School, Whitchurch Road, Sound, NANTWICH, Cheshire  
CW5 8AE

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Inspection date: 5 May 2023

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

### **The provision is good**

Children engage in a range of self-chosen learning experiences. They focus for long periods of time as staff support them to extend their ideas through play. For example, children gather stones and transport them using toy vehicles to the paint area to mix the stones in paint. Staff extend children's knowledge of the world around them. They talk about how vegetables grow and the impact that foods have on bodies. Children eagerly run outside to see if the hens have laid any eggs. As they explore real flowers children say, 'they smell like lavender'. Children are developing positive attitudes to learning and making good progress.

Children have built secure relationships with the nurturing staff. They confidently discuss how they are feeling and engage in thoughtful conversations with their key person. Staff acknowledge children's feelings and provide reassurance. Children talk about the things that make them happy and explore books about different emotions. Children feel safe and their personal development is well supported.

Children are supported to follow the setting's routines and are taught how to interact positively with their friends. Staff talk to children about 'being kind' and encourage them to use good manners. Children are caring towards each other. They say 'hello' as other children wake up and ask, 'did you have a nice sleep?' Children are developing positive relationships.

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

- Leaders have addressed the actions raised at the last inspection. The new manager has a clear understanding of the setting's strengths and areas for development. She has established clear procedures to support the continuous development of the provision. This has resulted in significant improvements to the quality of care and education that children receive.
- Leaders ensure that staff complete a progress check for each child between the ages of two and three. Staff use this check to effectively identify any gaps in children's learning. This ensures that any concerns about a child's development are identified early, so that support can be put in place. This helps to ensure that the needs of all children are met.
- Leaders and staff work in partnership with parents and other professionals. They share key information about children and their needs. This helps to ensure continuity of children's care and education. The needs of all children, including children with special educational needs and/or disabilities (SEND), are met.
- Staff support children to become independent. They encourage children to put on their own outdoor clothing. Children check in the mirror that they are 'ready to go outside'. Children are taught how to wash their hands thoroughly. Children are learning how to manage their own personal needs.

- Children demonstrate that they understand early mathematical concepts. They confidently count how many eggs the hen has laid outside. They count the number of children sitting at each table during lunchtime. Staff model mathematical vocabulary and support children to use this language in their play. Children's mathematical skills are developing well.
- Since the last inspection, the new manager has developed the curriculum, so that it links to children's interests and sequentially builds on their learning over time. Overall, staff are clear about what they intend children to learn and can plan activities that promote this. However, at times, the curriculum is not implemented consistently by all staff. Staff do not always consider precisely enough what they intend children to learn from the activities that they deliver.
- Overall, the quality of teaching is good and has improved significantly since the last inspection. The new manager ensures that staff receive regular supervision, coaching and training to support their professional development. However, training does not focus enough on developing staff's understanding of how children learn. This means that staff do not always know how to respond and adapt in the moment to the things that children say and do. This does not support children to make the highest levels of progress in their learning.
- The teaching of fundamental British values is a priority in this setting. Children are offered choices throughout the day and are encouraged to listen to the views of others. For example, children vote whether they would like to have their snack inside or outside. Children are involved in developing the rules and expectations of the setting. This helps to prepare children for life in modern Britain.

## Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, leaders have reviewed the setting's procedures to ensure that there are always enough qualified staff members to meet the needs of all children. Hygiene practices have also improved. Staff promote children's health and prevent the spread of infection. All staff demonstrate that they have a secure and broad knowledge of safeguarding. They understand the setting's safeguarding policies and procedures. Staff know the signs that might lead them to be concerned about a child's welfare and how to report these concerns.

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

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

- embed the curriculum further by ensuring that all staff understand what they intend children to learn and how to implement this effectively
- focus staff's professional development on developing their understanding of how children learn, so that they can support children to make the highest levels of

progress.

## Setting details

<b>Unique reference number</b>	2534833
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10267754
<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 7
<b>Total number of places</b>	16
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Outdoor Fun Ltd
<b>Registered person unique reference number</b>	2534832
<b>Telephone number</b>	01270780270
<b>Date of previous inspection</b>	25 November 2022

## Information about this early years setting

Outdoor-Fun Forest School Nursery registered in 2019 and is based at Sound and District Primary School, in Nantwich. The nursery employs five members of staff. Of these, three hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Liz Dayton

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager 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 their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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