

# Inspection of Kindling Forest School CIC

The Pavilion, Hunter Park, Park Lane, Twyford, Winchester, Hampshire SO21 1QU

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Inspection date: 21 June 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Not applicable

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

### **The provision is outstanding**

Staff expertly support children to feel awe and experience the wonder of the natural world. They help children identify a wide range of wildlife and plants. For example, children learn the difference between hogweed and elderflower by smelling the plants and making elderflower drinks. Children love to recall these experiences with staff. Staff support children to develop fantastic communication skills and a wide vocabulary. Children have excellent knowledge of which plants they should not touch. Children learn about boundaries and rules at their fire circle. They climb trees under close staff supervision. These activities all teach children to stay really safe in their inspiring woodland classroom.

Staff are exceptionally kind and considerate. They regularly offer praise and reassurance for children's thoughtful and kind behaviours. Children develop high levels of self-confidence and self-esteem. The setting's curriculum places a big emphasis on accepting people for who they are and building positive relationships within the group. All children's behaviour is outstanding. For example, children ask politely to borrow items in the mud kitchen from their friends. They offer help when their friends want to transport heavier items during play. Children are highly motivated to join in activities. They solve a wide range of problems as they play and learn.

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

- Staff are innovative and weave in many opportunities to develop children's literacy skills during their play. For example, they read signs to children on woodland walks and encourage children who make marks with sticks to discuss what they are creating. Staff enthusiastically support children to make their own signs and treasure maps. They read plenty of books each day.
- Staff are highly skilled at following children's interests and learning styles. For example, children really enjoy hammering. Staff build on this interest. They introduce a Japanese creative activity, where children hammer flowers and create beautiful designs. Children express their delight as they use a pulley system. This gives them an exciting opportunity to discover the different weight of items they transport.
- Children have outstanding opportunities to develop their imaginative play. Staff observe this play and join in when appropriate to extend children's learning to the highest levels. For example, children play on their 'pirate ship'. Staff help to find items to be the wheel, flags and treasure maps. Staff introduce rich vocabulary, such as 'rudder', explaining all the things that help to steer a boat.
- The staff team is highly motivated to continuously develop its knowledge and skills. Staff enjoy regular training days. For example, they invited a member of The Woodland Trust to teach them more about the local environment. Staff also

completed training about brain development and when children's development does not follow expected patterns. These courses help staff to develop teaching skills and recognise when children may need extra help.

- Children develop superb levels of mathematical understanding. For example, they explore natural items of different sizes and identify numerals on their number lines. Staff skilfully adapt learning for the different abilities of children. For instance, during a singing session, children count to five and identify numbers. Some children are able to put the 'currant buns' in a number line in the correct order from one to 10. The oldest children are given addition and subtraction challenges. All children show exceptionally high levels of concentration and participate enthusiastically in these learning opportunities.
- Partnerships with parents and other settings that children attend are excellent. Parents enjoy a regular stay-and-play session and observe the depth of learning their children enjoy. Parents report that the things that set this setting apart from others are the kindness, gentleness and knowledge of the amazing staff. They describe how special it is that the staff share their passion for nature. Parents love how the staff see their children as individuals. Their children come home 'exhausted yet buzzing with energy'. Staff work closely in partnership with other settings to make sure all children have smooth transitions to school and get the extra support they need.
- Children have exciting opportunities to explore diversity. For example, parents come in to share and celebrate their cultures. Children help them make chapati bread over the campfire. Children learn about Jewish traditions, such as celebrating Hanukah and what their special candles represent. Staff celebrate similarities and differences through discussions and while reading books. Children thoroughly enjoy discussions about their forthcoming travel experiences, asking many questions about different countries.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have extensive knowledge about keeping children safe. They are all able to identify many indicators of abuse. Staff confidently discuss wider safeguarding issues, such as radicalisation and county lines. They confidently summarise procedures to report concerns and describe which agencies can offer support. Attendance monitoring is robust. Staff practise emergency drills regularly with the children in case they ever need to evacuate from their woodland classroom safely. Children are actively involved in assessing risks and creating a safe boundary with flags each day. Staff regularly refresh their safeguarding knowledge through a variety of training opportunities.

## Setting details

<b>Unique reference number</b>	2637890
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10289096
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	20
<b>Name of registered person</b>	Kindling Forest School CIC
<b>Registered person unique reference number</b>	2637889
<b>Telephone number</b>	07900694429
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Kindling Forest School CIC registered in 2021. It is situated near Twyford, Winchester, Hampshire. It is open on Tuesdays and Wednesdays from 9.15am to 2.15pm, term time only. Two of the staff hold teaching qualifications, and two staff have a level 3 qualification. Four staff hold level 3 forest school leader qualifications.

## Information about this inspection

### Inspector

Charlotte Foster

## 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 staff showed the inspector the forest classroom and discussed how they ensure it is safe and suitable.
- The curriculum lead member of staff and inspector completed a learning walk. They discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents and grandparents shared their views of the setting with the inspector.
- The inspector carried out a joint observation of a group activity with the curriculum lead member 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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