

Inspection of Free Rangers Forest School Nursery

Welton Manor Farm House, Millards Hill, Midsomer Norton, RADSTOCK BA3 2BW

Inspection date: 2 August 2023

Overall effectiveness	Outstanding
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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	Good

What is it like to attend this early years setting?

The provision is outstanding

Highly qualified leaders and staff excellently plan and implement a broad, ambitious curriculum. They provide children with an exceptional early learning experience that centres around nature and the outdoor environment. Children benefit greatly from their daily farm walks, where they learn about farm animals. For example, babies who are beginning to use sounds to communicate look to staff and make animal sounds. Older babies are very familiar with the environment and highlight to staff when the horse is not in the barn. Highly attentive staff share the children's enthusiasm for what they see and respond with interest when they notice differences. Older children plan their own play and learn how to manage and assess risk. They problem-solve how to reach the swing in the outdoor environment, which is just out of their reach. They use logs and work together, sharing ideas to support each other. Children beam with delight as they reach the swing and harmoniously take turns with their friends.

Staff empower children to be highly curious, independent learners. Children have exceptional levels of engagement and an eagerness to learn. The youngest children sit for 'bucket time'. They focus intently with anticipation because animated staff use their excellent teaching style to excite children and keep them engaged. Older children use open-ended resources to create a bridge over a large puddle created by the rainfall. Staff facilitate and extend children's learning where needed. Children are extremely confident in their play.

All children show exceptional respect for each other and value each other's views. They are confident to follow the rules and boundaries and aware of the expectations of the setting. Younger children take turns during a parachute activity. They excitedly throw the ball and prompt friends when it is their turn. Older children are aware of each other's feelings and offer friends reassurance when needed. For example, children get a little sad when siblings leave with another group for an activity. Children support them and offer comfort, which quickly settles them back into play. Children are empathetic and build meaningful relationships.

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

- Leaders create an inspirational, unique environment for all children. They are always looking for ways to improve their already exemplary practice. The whole team attends regular training to build its knowledge. For example, the team has attended inclusion and diversity training and implemented changes. As a result, staff find out more about their children's, and their family's, cultures and traditions, celebrating these as part of their curriculum. Children share with others their traditions for religious celebrations, including how they celebrate

these within their families. Staff who work with babies have specific training to help provide the youngest children with the best possible care. Staff are extremely knowledgeable and passionate. They deliver high-quality teaching, which is individualised for all children.

- Staff are exceptional role models for children. They ask the youngest children if they can change their nappies and wipe their noses, and children are very cooperative during care routines. Staff speak to all children with respect and give them time to process language. Staff listen intently and respond with enthusiasm. When the youngest children splash in puddles, staff join them with excitement. Older children develop their senses and imaginative skills when they use their hands to 'paint' with natural resources. Staff promote discussion and ask how the resources smell and feel. Children invite staff to paint with them. Staff join the play and follow the children's lead eagerly. Children value staff's input in their play.
- Leaders and staff have excellent parent partnerships. Many parents share how the team goes 'above and beyond' and recognises every child as an individual. Leaders have identified the lack of external professional involvement with families since the COVID-19 pandemic. As a result, they invite parents to informal evenings to share their knowledge of child development and milestones and to answer any questions parents may have about their children. Parents are very well informed and exceptionally well supported as a family unit.
- Highly motivated, passionate leaders and staff promote children's emotional resilience and independence in all situations. Younger children serve their lunches and learn to use cutlery. Staff teach them well. For example, they say 'scoop like you are digging the sand' to help children serve their own vegetables. Older children in the outdoor area wash their hands before lunch. They 'pump' water to the outside sink for their friends when they find it tricky. Staff constantly praise children and use words of positivity to empower them to be kind and considerate.
- Children with special educational needs and/or disabilities (SEND) receive exceptional individualised support to enable them to have the best experiences. Staff have an excellent knowledge of the children and quickly identify any delay in development. Leaders and staff work closely with parents and outside agencies to get children the help they need. External professionals regularly visit the nursery to provide staff with strategies to help children make the best possible progress. Leaders ensure that all staff supporting the children know them well. For example, when key persons are unavailable, they provide an extensive handover to cover staff, ensuring minimum disruption to children's routines and learning experiences. Children make excellent progress from their starting points.

Safeguarding

The arrangements for safeguarding are effective.

Leaders embed the importance of everyone's role in safeguarding children throughout the nursery. Staff know the procedure to follow should they need to

record and report a concern about a child's welfare. They are aware of signs and symptoms that may be indicators that a child is at risk. Staff know how to escalate concerns to outside agencies if required. Staff are aware of how to report any concerns they may have regarding a colleague's conduct. Leaders have a rigorous recruitment process to help ensure that staff are suitable to work with children. There are effective processes in place for the recording and monitoring of any accidents and incidents.

Setting details

Unique reference number	EY441642
Local authority	Bath and North East Somerset Council
Inspection number	10300290
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	0 to 8
Total number of places	104
Number of children on roll	191
Name of registered person	Free Rangers Forest Schools Ltd
Registered person unique reference number	RP904135
Telephone number	01761411328
Date of previous inspection	24 January 2019

Information about this early years setting

Free Rangers Forest School Nursery registered in 2011. It operates in Radstock, Bath. The nursery is open from Monday to Friday, 8am to 6pm. There is a holiday club for children aged five to seven years. The nursery provides funded early education for two-, three- and four-year-old children. There are 40 staff employed to work with the children. Of these, eight hold a level 6 relevant early years qualification, two hold a level 5, 17 hold a level 3, five hold a level 2 and eight are working towards an early years qualification.

Information about this inspection

Inspectors

Sarah-Louise Clements
Charlotte Adcock

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspectors about their friends and what they like to do when they are at nursery.
- Staff spoke to the inspectors during the inspection.
- The special educational needs coordinator spoke to the inspectors about how they support children with SEND.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors carried out joint observations of group activities with the manager.
- The inspectors spoke to several parents during the inspection and took account of their views.
- The leaders showed the inspectors 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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