

Inspection of Outdoor Adventurers

Merley First School, Oakley Straight, Wimborne BH21 1SD

Inspection date:

18 October 2023

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Staff warmly welcome the children when they get picked up from the host school. Children quickly settle on arrival. They know where to store their belongings and understand the staff's expectations. The provider goes through general safety rules and tells children the programme of the session.

Children of different ages get on well at the club. They behave very well. Children are polite and courteous and are keen to help each other. Staff support children to learn right from wrong and use gentle reminders when needed.

Children eagerly take part in the planned activities and there is concentration from the start. They demonstrate feeling safe, secure, and confident to tell visitors how to use hand drills to make holes into conkers and how to use a potato peeler as a whittling tool on sticks. Children are good communicators and show good resilience as they persevere to undertake new tasks.

Children follow the staff's instructions well. They build on their core muscles and hand strength as they move a saw backwards and forwards on large sticks to make swords. Children experience something new, are willing to have a go, work as a team and listen to others.

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

- The provider is passionate about the benefits of outdoor learning. Her main priority is to provide children with opportunities to learn about nature and develop life skills in a safe environment. Thorough self-evaluation includes the views of children, parents, and staff. This helps the provider to improve the forest school experience even further. For example, the setting has recently built a tree house that provides another learning space that children can climb to. They have also installed environmentally friendly toilets, to support children in learning about recycling and composting.
- Staff teach children how to take safe risks in their play and learning. Children build fires and know that they light the fire with a spark from a flint and that if they slowly add kindling the fire does not go out. The provider teaches them about fire safety and introduces new words, such as 'prodger' and 'embers'.
- The provider has formed close links with the host school. She works in partnership with the school staff and the special educational needs coordinator. They discuss the progress children have made in their learning and development. This helps children to continue to make good progress.
- Staff join in with children's activities and praise them for their skills and individual strengths. They encourage children to be confident with their ideas

and give guidance on what they can do better. For instance, staff support children to successfully balance and walk along a tightrope. Staff adapt their levels of support and expectations to each child's age and stage of development.

- Staff support children to build their independence. For example, they teach children how to zip up their coats. Children manage their personal hygiene very well, understanding the importance of regular handwashing before snack times and when they have dirty hands.
- Parents speak highly of the staff. They say that the club is led by 'experienced, knowledgeable, understanding and nurturing teachers', who provide an inclusive environment where their children thrive. Parents comment that their children have grown in confidence and are learning valuable skills.
- The provider and her small team work well together. Staff report that they enjoy working at the club. Together, they demonstrate a shared passion for ensuring that children are happy, safe and secure. Staff receive regular support and opportunities to complete training to enhance their practice.

Safeguarding

The arrangements for safeguarding are effective.

The provider and staff have a good understanding of their responsibilities around safeguarding. Staff attend relevant training and know the action to take if they have a concern about a child's welfare. They have a good knowledge of broader safeguarding issues and what to do should they have a concern about a colleague. The small woodland area is secure, and staff carry out effective risk assessments. Staff deploy themselves well and are vigilant when supervising children. They set clear rules and boundaries that help children to keep themselves and others safe.

Setting details

Unique reference number	2649768
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10305521
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 12
Total number of places	25
Number of children on roll	279
Name of registered person	Shaw, Helen Louise
Registered person unique reference number	2642718
Telephone number	07597020792
Date of previous inspection	Not applicable

Information about this early years setting

Outdoor Adventures registered in 2021 and operates from a small woodland area on the site of Merley First School, Wimborne, Dorset. It operates after school on Monday, Tuesday, Wednesday and Thursday from 3.15pm until 4.30pm and Tuesday, Wednesday, and Thursday during school holidays from 10am until 3pm. A team of four staff can work with the children, of these three are qualified in forest school and one holds an appropriate childcare qualification.

Information about this inspection

Inspector

Rachel Cornish

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 inspector held a meeting with the provider to discuss leadership and looked at relevant documentation, including staff suitability.
- The inspector viewed all areas of the provision and discussed the safety and suitability of the premises with the provider.
- The inspector spoke to children during the inspection and took account of their views.
- The provider and the inspector carried out a joint observation during a group activity outside.
- Parents shared their views of the club with the inspector in writing.

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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