

Inspection of Nonsuch Park Forest School Nursery Lodge

Nursery Lodge, Ewell Road, Sutton, Surrey SM3 8AL

Inspection date: 8 November 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	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children are at the heart of everything that this nursery does. Each child is recognised as a unique individual. The manager and her team have the highest aspirations for all children. They have created a highly ambitious curriculum that is implemented extremely well by staff and embedded securely. Children are extremely motivated across the vibrant, highly stimulating learning environment, where teaching is inspiring. This helps all children, including the most able and those with special educational needs and/or disabilities (SEND), to have a positive attitude to learning and achieve the best possible outcomes.

Excellent teaching skills are demonstrated by staff. Children learn about the season of autumn, including what some animals do during this time. Children learn new vocabulary, such as 'hibernation' as they develop their small muscles making clay hedgehogs. Children demonstrate their understanding of this concept as they cover their hedgehogs with leaves in readiness for the cold weather. Furthermore, staff skilfully reinforce learning by using books and rhymes. They use the children's favourite story 'We're Going on a Bear Hunt' to look for dens for the bear to hibernate in. This reinforces children's learning.

Children show high levels of respect and consideration towards each other. They are extremely happy and highly engaged in their play, frequently inviting their friends to join in. Children's behaviour is highly impressive, and this supports their overall well-being.

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

- Staff expertly deliver a curriculum that is centred on exploration and discovery indoors and outdoors. They focus heavily on encouraging children to be independent, resilient and excellent problem solvers. Staff's teaching and the awe-inspiring use of the highly simulating environment and resources contribute strongly to outstanding outcomes for children.
- Staff support children's physical development very well. They provide a wealth of opportunities for children to be physically active, both in the large nursery outdoor spaces and at forest school. Young toddlers use their big muscles to balance on beams. Older children take and manage risks when they expertly climb trees. They make excellent progress with their physical skills.
- Staff deployment is excellent, and staff's high-quality interactions help each child to succeed. Staff use their observations of what children know and can do to provide motivational and challenging experiences. For instance, children concentrate intently as they learn to use new tools such as wooden hammers. Children have a wealth of opportunities to develop both their large and smaller muscles groups, preparing them for later learning, such as writing.

- Staff meticulously plan learning experiences, considering how to build on children's prior knowledge in each area of learning. They provide stimulating challenges for the most able children. For instance, they support children greatly in maths, encouraging them to add and subtract with the leaves they have collected in the forest. Children develop a deep understanding of numbers to ten and beyond.
- Children's behaviour is exemplary. Staff are excellent role models who are kind, calm and sensitive. They know all children extremely well and this helps them develop excellent attachments. Children are very kind and thoughtful. For instance, as they climb up hills in the forest, they hold hands and pull each other up.
- Children with SEND receive exceptional individualised support to enable them to have the best experiences. Staff quickly identify any delay in development. The manager 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.
- Children who speak English as an additional language develop their understanding of the English language quickly. Staff gather key vocabulary from parents about the children's home language to enhance their acquisition of English. Staff and children embrace the celebrations of various cultures and religious events, embedding a deep and meaningful respect for the diversity of all people.
- Significant priority is given to children's safety. Staff develop children's understanding of how to keep themselves safe exceptionally well. For example, children speak about how they safely 'set' a fire at forest school. Staff teach children about how to keep themselves safe on walks within the park grounds. For example, children quickly identify that they must not eat any plants as they may be poisonous.
- The manager monitors and supports staff extremely well. Staff receive consistent support through robust and comprehensive supervision. This develops their ongoing professional development.

Safeguarding

The arrangements for safeguarding are effective.

All staff are highly trained and have an impressive understanding of their role in protecting children. They have excellent knowledge of how to identify potential signs of abuse and the procedures they would use to report any concerns for a child's welfare. Children's well-being and safety are paramount. Risk assessments are embedded in practice and provide children with a very safe environment to play and learn. Staff teach children about staying safe. For example, children participate in risk assessments and learn how to use resources and equipment safely. Recruitment and selection procedures are robust, and leaders have high expectations of all staff.

Setting details

Unique reference number	2692987
Local authority	Surrey
Inspection number	10309121
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	63
Number of children on roll	81
Name of registered person	Little Forest Schools Ltd
Registered person unique reference number	2692984
Telephone number	0203 093 0771
Date of previous inspection	Not applicable

Information about this early years setting

Nonsuch Park Forest School Nursery Lodge registered in 2022. It operates from a building in Nonsuch Park, Cheam in Surrey. The setting also has use of the grounds of Nonsuch Park. They employ 14 members of staff. Of these, 11 staff hold childcare qualifications ranging from level 6 to level 2. They follow the forest school ethos during sessions with the children. The setting provides funded early education for two-, three- and four-year-old children. It is open Monday to Friday from 8am to 4.30pm, throughout the year.

Information about this inspection

Inspector

Kelly Lane

Inspection activities

- This was the first routine inspection the nursery has received since the COVID19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk and discussed the early years curriculum and the activities on offer for the children.
- The inspector carried out a joint observation with the manager and discussed how the curriculum had been implemented and the impact this had on children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning
- The inspector reviewed a variety of documents, including evidence of the suitability of staff, qualifications and first-aid certificates.
- The inspector spoke to parents during the inspection and took account of all views.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.

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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