

# Inspection of Forest Village Kindergarten

Morden Recreation Ground, 25A Faversham road, Morden, Surrey SM4 6RE

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Inspection date:

28 November 2023

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## **Overall effectiveness**

**Good**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Requires improvement

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

### The provision is good

Children are happy and settled in this nurturing setting. The small group of children of different ages play harmoniously together. Children are supported throughout the session to build their independence skills. For example, on arrival, children are learning to self-register by placing their photograph on the door. All children, including the youngest, clear their own plate after meals. They put their dirty dishes and cutlery in the right place on the trolley. When going outside, children are familiar with the routine and change into their wellingtons and outdoor clothes. Staff sing the tidy-up song to signal that there is a change in the routine. Children understand this and start to put things away.

Staff sequence children's learning appropriately to support all children to make good progress. When children's additional needs are identified, staff work with other agencies to access specialist support. Children care about each other. For instance, one child notices that his friend looks sad. He approaches her and offers his hand. This makes her smile. Children demonstrate secure relationships with staff, and staff know them well. This helps children to feel safe. Positive partnerships with parents are fostered. Parents are complimentary about the setting. They report that their children's language and social skills have improved, and they appreciate the healthy meals offered.

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

- The manager has made effective use of action planning after evaluating her setting. She has worked in partnership with her staff and parents and has received support from other professionals. Staff have received training to improve their knowledge. They are positive and reflective. This has resulted in improvements in practice. The curriculum in communication and language and in personal, social and emotional development has strengthened.
- The ambitious curriculum is supported through themed activities based around the seasons. This helps children learn about the world around them. For example, they plant seeds in the spring and make soup out of the vegetables they harvest in the autumn. Staff support children to develop an understanding of a range of cultural traditions and festivals. For instance, children learn about Diwali and St Martin's Day.
- Staff support children to develop good physical skills. Children enjoy being active. They spend a great deal of their time outdoors enjoying the freedom and fresh air. They practise their balance and coordination skills as they manoeuvre through the obstacle course. Staff support them to take measured risks when climbing the trees and balancing on crates. Children use chalks in the garden to make marks to help develop their physical skills and represent their own ideas and thoughts. They manipulate and shape play dough, strengthening their

fingers and hands.

- Children experiment with water and learn about volume and capacity. They learn to count during everyday routines. Children's creativity and imaginations are fostered when they make mud pies, build dens, dress up and make up games. Staff support children's problem-solving skills. For example, they encourage children to think about how to connect the train station to the rails.
- Staff engage children well during story time and rhyme time. Children laugh gleefully and run away when the crocodile tries to catch them. Children often cuddle up to staff in the cosy area to share their favourite books. Staff model language, use repetition and introduce new vocabulary to support children's language development. However, on occasion, questions are asked in quick succession, and sometimes children do not have the time they need to respond.
- Staff promote children's good health. Children look in the mirror and carefully wipe their noses at the self-care station. They know to put the dirty tissue in the bin. They wash their hands appropriately and use the hand wash station in the garden when playing outdoors. Children learn about the importance of keeping their teeth clean through practical activities. Staff follow good hygiene practice when changing children's nappies.
- Staff are positive role models. They are calm, respectful, and caring. They help children to share and take turns. Children learn to follow simple rules and are gently redirected by staff if they are having difficulty. This helps to develop a happy and relaxed atmosphere in which children are motivated to learn.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a sound understanding of their roles and responsibilities to safeguard children. Staff know who to report their concerns to if they are worried about a child's safety or welfare. Staff understand the setting's whistle-blowing policy and know to whom to refer if they have concerns about a member of staff. Children learn about their own safety when they are taught about how to cross the road safely, playing games in the garden to reinforce this learning.

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

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

- strengthen teaching skills so that all staff consistently give children time to respond to questions.

## Setting details

<b>Unique reference number</b>	2595704
<b>Local authority</b>	Merton
<b>Inspection number</b>	10270163
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Forest Village Kindergarten Ltd
<b>Registered person unique reference number</b>	2595702
<b>Telephone number</b>	07776835036
<b>Date of previous inspection</b>	6 December 2022

## Information about this early years setting

Forest Village Kindergarten registered in 2020. It is based within recreational grounds in the London Borough of Merton. The setting operates all year round, from 8am to 5.30pm on Monday to Thursday, and from 8am to 2pm on Friday. It provides early funded education for two-, three- and four-year-old children. There are four staff, of whom three hold appropriate qualifications ranging from level 2 to level 4.

## Information about this inspection

### Inspector

Denys Rasmussen

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider 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 parents and staff during the inspection and took account of their views.
- The manager showed the inspector relevant documentation.
- The inspector carried out a joint observation of a group activity with the manager.

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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