

# Inspection of Creative Roots - Outdoor Learning

Batheaston Church School, Mike's Meadow, Northend, Batheaston, Bath BA1 7EP

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Inspection date: 4 April 2024

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

**This inspection**

**Met**

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Previous inspection

Not applicable

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

### **This provision meets requirements**

Leaders plan enriching and varied opportunities for all children to access and enjoy, with a keen focus on nature and outdoor learning. As soon as children arrive, they eagerly explore the enriching environment. Older children swing in hammocks and their friends push them excitedly. Younger children climb onto tree ladders and swing happily. Others use small wheelbarrows to collect wild garlic. Leaders engage in discussions with children learning about the different leaves and plants. For example, children forage and use language, such as 'sticky weed' and 'silver birch', retaining what they have learned. All children, including those with special educational needs and/or disabilities (SEND), learn new skills. Children's motivation, concentration and focus are superb. They learn how to finger knit, and carve sticks safely using peelers. Leaders ensure activities have a purpose.

Children's behaviour is excellent. They demonstrate their independence and willingly help leaders during the session. Leaders create clear boundaries and have high expectations for children's behaviour. Children have an excellent awareness of safety and how to keep themselves safe. For example, children know to walk around the edge of the fire pit when the fire is lit. Leaders value and respect children's choices and are excellent role models for children.

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

- Children confidently talk about their experiences at the club and what they enjoy most. For example, older children say, 'I liked lighting the fire' and younger children excitedly revisit how they have made colourful eggs, using tissue paper and vinegar. Children make new friendships and ask each other questions, such as 'How old are you?' and 'What school do you go to?'
- Leaders show a strong focus on the well-being of children. They have a deep understanding of children's needs and recognise when children need 'quiet time'. Leaders ask children 'How did you sleep? How is everyone feeling?' They create a calm environment where children feel safe, secure and valued. Leaders calmly sing songs that provide instruction between transitions, such as snack time. This creates seamless transitions for children, particularly supporting those children with SEND.
- Leaders promote healthy choices and encourage good hygiene practices, such as washing hands before handling and eating food. Leaders engage in discussions about healthy foods and talk about things they can eat within their environment, such as chives and garlic. Children understand the importance of looking after the environment and leaders remind children to pick up litter when they finish their snack.
- Leaders understand the value of learning opportunities for staff and encourage

them to share their skills between each other and children, such as learning how to tie knots. This provides children with key skills for future learning. Leaders ensure staff have regular supervisions and they report on high levels of well-being. Leaders have great passion and care for their roles and strive to provide the best possible care for children.

- Self-evaluation is used well to identify areas for improvement within the environment. For example, leaders felt they needed more undercover areas during bad weather and will soon be receiving a new field shelter. The leaders value knowledge and how they can transfer this to children's learning. They have recently enrolled on training to enhance their awareness of plants.
- Parents speak highly of the club and leaders. They value the deep knowledge their children gain from being outdoors and recognise the new skills their children learn, such as knitting and cooking. Parents report on the consistent information sharing, and how staff provide a good overview of what their children have been doing during their time at the club.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

<b>Unique reference number</b>	2659127
<b>Local authority</b>	Bath and North East Somerset Council
<b>Inspection number</b>	10332881
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 11
<b>Total number of places</b>	16
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Baran, Dominika
<b>Registered person unique reference number</b>	2633081
<b>Telephone number</b>	07745863950
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Creative Roots - Outdoor Learning re-registered in October 2021. The setting operates from Mike's Meadow in Batheaston, Bath. The setting operates as a holiday club during Bath and North East Somerset (BANES) school holidays. It opens from 9.30am to 3pm Monday to Friday. The setting employs five staff. One member of staff holds an early years qualification at level 6, one at level 5 and one at level 3. All staff hold a forest school qualification.

## Information about this inspection

### Inspector

Chelsea Woollard

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact with the provider and has taken this into account in their evaluation of the provider.
- The inspector observed children's interactions during play, indoors and outdoors, and discussed the activities provided to them with staff.
- The inspector observed staff practice and considered the impact these have on children's play experiences.
- Parents shared their views of the club with the inspector.
- The inspector held a meeting with leaders. A sample of documents including evidence of suitability of staff and first aid were viewed by the inspector.
- Children spoke to the inspector about their time at the club.

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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