

Inspection of Little Achievers Forest School Nursery

Ramsgreave Hall Farm, Higher Ramsgreave Road, Ramsgreave, Blackburn BB1 9DQ

Inspection date: 24 May 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Due to some gaps in leadership and management, systems for supporting children with additional needs are not implemented consistently. Interventions to prevent gaps in progress are not put in place in a timely manner. The provider does not have a thorough enough system of supervision to review what support children need. As a result, this leaves some children at risk of falling behind.

Staff in this nursery ensure that children are happy and settled. Upon arrival, children are greeted warmly by staff, who provide a welcoming environment where children feel emotionally secure. Older children use rich language to express themselves. They are confident talkers who embrace the interesting learning opportunities on offer.

Children behave well. They talk about the 'golden rules' and are clear about what is expected of them. Children use good manners and are respectful to others and the environment. They benefit from lots of opportunities to develop their physical skills. For example, children have access to a play barn that provides them with a range of enriching opportunities to support their physical development. The outdoor area provides children with a wealth of rich learning in nature. This helps to develop children's love and understanding of the natural world and the changing seasons.

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

- The provider does not consistently build on the manager's and staff's expertise to help promote some children's individual learning needs. As a result, some children who start nursery with slight delays are not always given the help they need to close gaps in their development.
- In general, staff keep parents updated about their children's progress. They tell them about planned themes and activities. Parents particularly value the chats with staff at the end of each day. However, staff do not always inform parents of their children's development. This gap in partnership working does not help children who may need a little support to help them catch up.
- Where practice is strong, children benefit from a wide range of purposeful and exciting activities. The curriculum is ambitious for most. Leaders are clear on their intent for pre-school children. They want children to start school equipped with independence and positive attitudes to learning. However, this is not the case for all children. Consequently, some are not fully prepared for their next stage in learning.
- Children enjoy freshly prepared meals, which contributes to supporting their healthy lifestyles. Children are encouraged to pour their drinks as they sit down for lunch. This helps them to gain vital self-care skills and independence as they mature.

- Staff support some children's communication from an early stage. They encourage toddlers to copy words and sounds, offering lots of encouragement at any attempts they make. This leads to most children being confident communicators.
- Babies' physical development is well supported. Staff provide large equipment to encourage babies to totter around the room, which helps them to practise their early walking. Room leaders add challenge, such as uneven surfaces and bridges, to help babies build more confidence as they start to walk.
- Staff use children's interests, such as transport and vehicles, to plan meaningful activities. They take children on bus rides into the local community. This extends children's experience of the wider world and deepens their understanding of transport.
- Outdoors, children learn about the natural world. They enjoy forest-school sessions and gain a deep understanding of rules and boundaries. During these activities, children are eager to hunt for bugs and learn to be respectful of living things and their natural habitats.
- Although there are gaps in the quality of education, children are eager to learn and demonstrate good critical thinking skills. For example, children suggest that a 'ginormous excavator' would be a good addition in the play barn. Children also explain it would be better to have different-coloured diggers so they do not get mixed up. This demonstrates how children are able to link ideas and develop their thinking skills as they solve possible problems.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- strengthen supervision arrangements for managers and staff who are responsible for putting extra help in place for children who need it
- support staff to plan and monitor experiences for children with additional needs in order for them to achieve the best possible outcomes
- strengthen further partnerships with parents to ensure that they are fully informed of their children's development and any learning support they may need.

Setting details

Unique reference number	EY376838
Local authority	Lancashire
Inspection number	10335291
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	1 to 4
Total number of places	75
Number of children on roll	56
Name of registered person	Rosy Apple Childcare Limited
Registered person unique reference number	RP900898
Telephone number	01254 246 712
Date of previous inspection	11 June 2018

Information about this early years setting

Little Achievers Forest School Nursery registered in 2008 and is situated in Blackburn, Lancashire. The nursery employs seven members of childcare staff. Of these, two hold an appropriate early years qualification at level 6, four hold a level 3 and one holds a level 2. The nursery opens from 7.30am to 6pm, Monday to Friday, all year round. The nursery provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Denise Barnes

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the staff and has taken that into account in the evaluation of the provider.
- The manager joined the inspector on a learning walk. She talked to the inspector about the curriculum and what the setting wants the children to learn.
- The managers showed the inspector relevant documentation during the inspection.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to children to find out about their time at the setting.
- The inspector spoke to some parents during the inspection.

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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