

Inspection of Nurture in Nature - Forest School

Nurture in Nature, Cuckoo Down Lane, Honiton, Devon EX14 9TT

Inspection date:

13 October 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare are compromised due to weaknesses in staff's knowledge of safeguarding. Staff, including those with lead safeguarding roles, do not understand the procedures to follow in the event of an allegation. As a result, they are unable to report any potential concerns appropriately about adults working with children.

Staff do not plan or implement an ambitious and broad curriculum that takes account of what children need to learn next. They help children to develop some skills. However, staff do not consider what children know and can do and the support that every child needs to help them make good progress in their learning. Staff do not have a secure understanding of the key-person system or work closely with other professionals to meet each child's individual needs well enough.

Children arrive happily and excitedly and settle quickly. They are keen to greet the friendly staff. Children explore the natural environment and make independent choices in their play. They are confident to try to solve problems in their self-chosen play, such as working out how to stick natural items together. Children recite number names in the correct order when playing ball games with staff. They play well with their friends and learn to share and take turns with staff's support. Children form positive relationships with staff and giggle with delight when staff chase them playfully. They listen to staff, follow their instructions and understand the expectations and routines.

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

- Children's safety is put at risk because the staff team does not have a secure understanding of the local safeguarding partnership procedures. Although they have completed appropriate safeguarding training, they do not know the process to follow if a concern is raised about a member of staff.
- Overall, the manager and staff assess children's learning and development accurately. However, the key-person system is not fully effective to meet children's learning needs. The provider does not make sure that staff assess every child's development quickly enough when they start, to enable them to get to know the children and identify their next steps in learning. Children spend much of the session playing and exploring contentedly but, at times, they are left to play alone for long periods without any adult input to support and extend their learning.
- At times, staff target some children's next steps in learning appropriately. For example, they plan a threading activity to help develop children's dexterity and provide balance beams to support children's coordination and physical skills. However, staff do not plan a challenging and varied curriculum based on what

they know every child needs to learn next. Staff join in with children's play but do not recognise how to help to extend children's knowledge and skills consistently or promote their positive attitudes to learning.

- Staff are enthusiastic about nature and keen to develop children's knowledge and understanding of the world. Children play together imaginatively and enjoy learning about the properties of natural items. For example, they are curious to know what the inside of crab apples look like, so staff help them learn to use a knife safely to cut the apples in half.
- Staff model the pronunciation of sounds and new words to support children's language development. For example, when children play with toy cars, staff talk about 'oil', 'fuel' and 'diesel'. Children express their thoughts and needs confidently.
- The manager and staff identify any concerns about children's development appropriately. However, they do not share what they know about children with other professionals and settings in a timely way, to ensure that children receive the input they need to meet their individual needs.
- Staff gently remind children to use good manners and encourage them to share and act on their ideas, such as building a ramp for the toy cars using various resources.
- Staff support children to assess and take risks. For example, children try to walk backwards down a narrow, wooden ramp, but they wobble and put their hands out for staff's help. Staff reassure them kindly and encourage them to put their arms out to help them balance and to try again.
- Parents comment positively about the setting. They say that their children enjoy attending, make friends with the other children and speak fondly about staff when at home.

Safeguarding

The arrangements for safeguarding are not effective.

The provider has not ensured that all staff, including those with lead safeguarding roles, understand what an allegation is and the correct process to follow if a concern about a staff member is raised. The staff team has a suitable knowledge of child protection matters, to enable them to identify and report concerns about children's welfare. Recruitment and vetting procedures are implemented effectively. Staff understand how to carry out risk assessments and they empower children to identify and decide how to manage any minor hazards that they come across in the natural environment.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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improve the knowledge of the designated safeguarding lead and staff to ensure they are able to recognise allegations and understand the process to follow in the event that concerns are raised about an adult's conduct with children	04/11/2022
improve the planning of the curriculum to provide challenging and stimulating experiences that take account of all children's needs	25/11/2022
support staff to ensure they implement the key-person system effectively, to assess every child promptly and meet their individual learning needs	25/11/2022
develop the sharing of information with other professionals and settings, to meet the individual needs of children who need additional support.	25/11/2022

Setting details

Unique reference number	2597749
Local authority	Devon
Inspection number	10251454
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	3 to 9
Total number of places	18
Number of children on roll	11
Name of registered person	Nurture in Nature Limited
Registered person unique reference number	2597748
Telephone number	07801 264654
Date of previous inspection	Not applicable

Information about this early years setting

Nurture in Nature - Forest School registered in 2020 and is situated on the outskirts of Honiton, Devon. It is open from 9am to 3.30pm on Wednesday and Thursday, and from 9am to 3pm on Friday, term time only. There are three staff members employed to work with children. Of these, two hold relevant childcare qualifications. The third staff member holds a forest school qualification. The setting is in receipt of funding for children aged three and four years.

Information about this inspection

Inspector

Sarah Madge

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises with the manager.
- The manager talked to the inspector about their curriculum and what they want children to learn.
- The manager and the inspector observed staff and children's interactions during an activity to reflect on the quality of teaching and learning.
- Children spoke with the inspector and welcomed her to join in with their games.
- The inspector spoke with staff and parents to take account of their views.
- The inspector spoke with the manager and registered individual about the leadership and management of the setting.

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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