

Inspection of Nurture in Nature - Forest School

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

Inspection date: 22 February 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision is good

Children are exceptionally kind and thoughtful to one another. Some children struggle to open their packed lunch and their friends ask 'Would you like some help with that?'. Children feel safe expressing how they feel. Children attempt to write notes, such as 'I hope you like me being here?'. Staff read this aloud and the children respond by saying 'Yes we do'. Children feel safe, welcome and happy at the setting.

Staff successfully build on what children know and can do. They revisit past learning with children. Staff look at photographs with children, taken during a trip to a shop to buy seeds, and remember when they built a sled on a snow day. Children retell the day's events and recall what they did together.

Leaders have implemented many improvements since the last inspection. The curriculum is well-planned and takes into account the needs and interests of all children. Staff complete informative assessments with parents to ascertain children's starting points. Leaders liaise with other settings children attend. They regularly share children's learning and next steps of development.

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

- Children are highly respectful and listen extremely well to each other while playing a game of football. Some children become frustrated because they want to amend the rules of the game. Children are cooperative and patient. They allow their friends to explain their ideas and readily accept the additional rules. Staff are very effective in supporting children to overcome difficulty and find resolutions.
- There is an effective curriculum in place. Staff establish children's starting points when they start at the setting. Leaders monitor assessments to ensure that children are making progress in all seven areas of learning. Staff plan learning experiences around the children's interests. Children develop their knowledge and understanding of numbers and mathematical concepts well. Staff line up numbers in the wrong order and children reorder them correctly. Staff ask, 'What number comes next?'. Children have frequent opportunities to count and measure. They talk about sizes, identifying which is the 'largest' and 'smallest'.
- Children develop their early writing skills. They handle small tongs and sort a basket of pine cones, conkers and corks into separate containers. This develops their dexterity. Staff support children's understanding of the natural world. Children comment 'Conkers come from a horse chestnut tree'. Other children describe that they have seen 'a cork in a bottle with a message in'. Staff embrace children's comments and talk about messages in bottles washed up from the sea. However, children do not have regular opportunity to listen to, or

sing songs to develop their communication and language skills further.

- Children learn how to manage their personal care. They learn independence skills when dressing and undressing. Staff encourage children to change out of their outdoor weather gear and wellington boots. They offer encouragement and say, 'Have a go first and see if you can manage it'. Staff praise children when they succeed and this boosts their self-esteem.
- Children are resilient. They explore the forest school and varied terrain with confidence. They pull themselves up muddy banks and try again if they fall. Children learn how to manage risk while they make a bird box. Staff teach children how to use hammers and nails appropriately and they wear safety glasses.
- All children make progress, including those with additional needs. Key persons communicate with other settings children attend. This helps to provide children with quality learning experiences and meets their needs. However, systems are not fully in place to support staff's ongoing professional development, particularly how to promote children's language and communication skills.
- Parents are very happy with the outdoor learning and fresh air their children experience at the setting. They receive regular information about what their children are learning. Parents comment their children 'love it here'.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident in identifying signs and symptoms of abuse or neglect. They know how to escalate concerns to outside agencies if required. All staff are able to recognise allegations and understand procedures to follow in the event of a concern about an adult's conduct with children. Robust risk assessments are in place to ensure children's areas are safe and suitable. Children learn how to manage their own safety while they cook pancakes around a fire. Staff teach children to kneel down in the 'respect position', with one knee up and one knee down for balance and stability.

What does the setting need to do to improve?

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

- plan and organise opportunities for children to listen to and sing songs to further develop their communication and language skills
- develop systems to support staff's ongoing professional development to improve learning outcomes for all children.

Setting details

Unique reference number	2597749
Local authority	Devon
Inspection number	10262458
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 11
Total number of places	15
Number of children on roll	15
Name of registered person	Nurture in Nature Limited
Registered person unique reference number	2597748
Telephone number	07801 264654
Date of previous inspection	13 October 2022

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

Jemma Honey

Inspection activities

- The inspector discussed any continued impact of the COVID-19 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.
- Children told the inspector about their friends and what they like to do when they are at the forest school.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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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