

Inspection of TimberNook Chiddingfold

Bethwins Farm, Petworth Road, Chiddingfold, Godalming, Surrey GU8 4SL

Inspection date: 9 April 2025

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

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children have tremendous fun in this engaging and stimulating outdoor setting. Staff provide a warm and inclusive environment, where all children, including those with special educational needs and/or disabilities, feel welcomed. Children say they enjoy spending time outdoors with their friends, especially playing hide and seek and building dens. They show that they feel safe and secure, as they are often heard giggling and laughing with joy while taking part in activities with others.

Children behave exceptionally well. Staff have high expectations for children's behaviour and conduct. At the beginning of each day, staff sit with children and reinforce the rules of the club. These include being kind to others, the environment and making sure they are always within sight of staff. Staff use positive strategies, such as the 'hummingbird approach' to manage children's behaviour. For example, when they notice minor conflicts between children, staff move closer but do not intervene unless necessary. This approach encourages children to resolve problems independently and develop their own solutions. Children demonstrate high levels of respect and tolerance for others. They have a clear understanding of the behavioural expectations within the setting and actively support one another to ensure everyone is included. For example, when older children play a game involving jumping from one straw bale to another, they move the bales closer to enable younger children to join in. When the younger children succeed, the older ones offer praise, encouragement and celebrate their achievements with them. These effective interactions successfully promote children's confidence in their own abilities.

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

- Staff provide children with an abundance of activities to encourage them to take risks, engage in new experiences and learn by trial and error. For example, children eagerly explore a variety of ways to cross a fallen tree. Staff help the youngest children by holding their hands until they feel confident to do this themselves. Children show high levels of resilience as they practise these newly acquired skills.
- Staff encourage children to think critically and find ways to solve problems. For instance, when children struggle to get onto a 'bucket swing', they encourage them to try different ways of doing this. Children persevere until they succeed, and squeal with excitement as they encourage others to pull the rope on the swing to make it go faster.
- Staff support children well to develop an awareness of how to keep themselves and others safe. For example, as children use wooden boards to travel down a slope, staff remind them to ensure that the slope is clear of children and other

obstacles. Children respond positively and respectfully and understand how their actions can impact on others.

- Leaders and staff are highly effective in promoting children's health and well-being. They provide clear messages to children on the importance of being physically active, making healthy food choices and taking rests when needed. Parents are encouraged to provide healthy meals and snacks and children drink water regularly to keep themselves fully hydrated.
- Parent partnerships are good. Staff ensure that they provide regular feedback to them about the activities that the children have enjoyed. Parents value the freedom their children have to explore the outdoor environment. They comment that their children return home feeling relaxed and happy, after their time at the club.
- Leaders are committed to the ongoing development of the club and continually strive for improvement. They have regular meetings with staff and seek feedback from children and parents to help them to identify areas for development.
- Staff plan a good range of activities that encourage children to take the lead, based on their interests. For example, children enjoy using face paints to decorate each other's faces, creating designs such as cats, rainbows and unicorns. However, they are unable to see the results or paint their own faces independently, as staff do not provide them with access to mirrors.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	2703799
Local authority	Surrey
Inspection number	10388810
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	3 to 11
Total number of places	15
Number of children on roll	14
Name of registered person	TimberNook Chiddingfold Ltd
Registered person unique reference number	2703800
Telephone number	07557673077
Date of previous inspection	Not applicable

Information about this early years setting

TimberNook, Chiddingfold registered in 2022. They are based at Bethwin's Farm, Chiddingfold, near Godalming, Surrey. The setting operates between 9.30am and 3.30pm, Monday to Friday during school holidays and Thursdays between 9.30am and 1.30pm during term time. There are two members of staff, including the manager who has a level 3 qualification.

Information about this inspection

Inspector

Ingrid Howell

Inspection activities

- The inspector asked staff questions to establish their understanding of how to safeguard children.
- The inspector viewed the areas used for childcare.
- The inspector took account of the views of children and parents through face-to-face feedback provided.
- The inspector observed children during their play.

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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