

Inspection of The Forest Approach Limited

Unit 5 , White Lion Antiques, Hartford Bridge, Hartley Wintney, Hampshire RG27 8AE

Inspection date: 13 March 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children are fully immersed in the vibrant learning environment that sparks their curiosity and engages their interest. From the moment they arrive, they are excited and eager to start playing. For instance, children begin crafting using a range of materials and tools available to them. The large, open outdoor space is where children spend most of their time, exploring activities that enable them to think critically, be physically active and creative. For instance, children work together to dig for treasure. They build on their mathematical skills as they count the gems and compare sizes. Additionally, children develop a love for books and stories, often reading together and creatively re-enacting the stories they have encountered.

Children demonstrate strong independence skills as they handle tasks with ease. For example, they take some responsibility for the smooth running of the day as they set up for lunch and extend activity ideas. Older children often help younger children learn these skills too. Staff have high expectations for every child, which helps ensure children make the best possible progress. The flexible nature of the curriculum and learning environment allows children to thrive, with enthusiastic staff who are genuinely passionate about making play both enjoyable and educational. Staff naturally extend children's learning through everyday interactions, with each child being greeted by familiar adults they consider their key family.

Children are visibly content, displaying a strong sense of safety and security. They build positive relationships with one another, and the atmosphere is both calm and purposeful, creating an ideal space for their growth. This nurturing environment supports children's emotional and social well-being and overall development, allowing children to truly thrive.

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

- Leaders are highly inspiring and have crafted an exceptional curriculum that sparks children's eagerness to learn through play. They continually refine the learning environment to ensure it remains enjoyable and challenges the children's development effectively. Leaders are committed to providing staff with continuous coaching and mentoring. This investment in staff has a positive impact on the quality of teaching and learning children receive. Staff greatly appreciate the support and encouragement they receive.
- Staff implement the curriculum seamlessly. They demonstrate a deep understanding of each child's individual needs, including children with special educational needs and/or disabilities. Staff expertly build on the skills that children are ready to learn and have a plan for progression. For example, younger children develop good fine motor skills by threading beads, eventually

progressing to more complex tasks such as sewing.

- Staff thoughtfully plan the learning environment, which provides ample opportunities for trial and error, allowing children to develop resilience and self-confidence. Children are supported to be highly self-motivated learners who demonstrate exceptional behaviour. Staff enable children to have plenty of opportunity to explore their creativity, develop physical skills, broaden their vocabulary and engage in hands-on learning. Children confidently assess risks during play, thinking about their own safety and that of others. For instance, they understand how to climb equipment safely and how to carry and lift large objects properly. This sense of responsibility is reinforced by staff, who serve as excellent role models.
- Staff are exceptional teachers who effortlessly enhance children's learning experiences. They play a key role in nurturing children's remarkable imaginative skills, especially during role play in the sensory kitchen. The children eagerly spend extended periods taking food and drink orders from their peers, confidently stepping into their roles as servers and chefs. Their enjoyment is clear, and they excitedly invite their familiar adults to join in their play. The children quickly make connections to their home experiences.
- Leaders' and staff's consistent reflections on the learning environment promote an inviting space for exploration. Children thoroughly enjoy mark making, whether they are recording their peers' orders, sketching designs for their construction projects or mixing colours. These creative moments showcase their expanding imagination and support the development of their fine motor skills and early literacy.
- Children participate in forest school sessions and enjoy outings to local forests and cafés. Staff plan these sessions well to enable children to practise making decisions, selecting from menus and paying for their hot chocolates, all of which are hugely valued real-life learning experiences. Children are well prepared to take responsibility for their personal hygiene. Staff support children's self-care well. As a result, children routinely wash and dry their hands without reminders and use tissues independently, demonstrating a high level of self-care.
- Parents consistently praise the support their children receive at the pre-school and the great progress they have made. They highlight their children's growing vocabulary, increased confidence and achievements in toilet training. The partnership between the pre-school and parents is strong and collaborative, with open communication benefiting both the children's development and their families.

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	2712303
Local authority	Hampshire
Inspection number	10376340
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	2 to 4
Total number of places	20
Number of children on roll	18
Name of registered person	The Forest Approach Limited
Registered person unique reference number	2712301
Telephone number	07825538447
Date of previous inspection	Not applicable

Information about this early years setting

The Forest Approach registered in 2022. It operates from an enclosed field and outbuildings in Hartley Wintney in Hampshire and is an outdoor-based pre-school offering a forest school approach to education. The pre-school is open each weekday from 9am to 3pm during school term times. The pre-school provides funded early education for children aged two, three and four years. A team of four staff work with the children. Of these, three hold appropriate early years qualifications.

Information about this inspection

Inspector
Hayley Doncom

Inspection activities

- The inspector viewed the provision with the manager and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk across all areas of the pre-school to understand how the early years provision and the curriculum are organised.
- One joint observation was carried out by the inspector and manager to observe the quality of teaching.
- The inspector held discussions with the children, staff and parents at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation. This included staff suitability checks and children's two-year progress checks.
- Children told the inspector what they like to do when they are at pre-school.
- A leadership discussion was held with the inspector and manager.

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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