

Inspection of Nature Wanderers Ltd

Scout Association, Rushby Mead, Letchworth Garden City SG6 1RS

Inspection date:

26 March 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

The quality of teaching is variable across the setting. Staff do not consistently challenge children to build on what they already know and can do. Staff know children well and build happy, secure relationships with them. They complete regular assessments on children's learning and share this information with parents. Staff devise suitable next steps in children's learning. However, they do not implement plans effectively to target children's learning. Staff do not always stretch children's thinking abilities well enough. They encourage children to fill and pour water with jugs and cups and use simple language during these interactions. That said, staff do not encourage children to explore the range of possibilities to stimulate their thinking skills. This means that children do not engage deeply in learning opportunities, to make good progress in their learning.

The environment is safe, and staff deploy themselves to supervise children adequately. Children enjoy being in nature and experience a range of opportunities outdoors in the woodland and garden areas to support their physical development. Children experience their whole bodies moving as they move freely on hammocks and swings. They balance on wooden planks to strengthen their core muscles. Staff provide a range of resources to develop children's hand muscles. Children show delight as they see how far they can squirt water from plastic syringes. Young children carefully pick up seeds with two fingers and place them in pots of soil to plant them. During these outdoor sessions, staff interact with children and praise them regularly. This helps children to behave appropriately.

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

- The provider has made improvements since the last inspection. Staff consider the changing needs of the environment, which helps to ensure children's safety. There are robust security procedures and mechanisms in place on the boundary fences. Staff now complete regular assessments of children's development, including the progress check for children aged between two and three years.
- There is suitable support for staff. The team is committed to developing the service that they provide to children and their families. Staff report that they are supported well by the provider and have completed a range of training to improve their knowledge. However, there is still further improvement required to develop interactions, so that children receive consistently good teaching.
- The provider is now present daily and models good teaching skills and interactions with the children. She has a clear, ambitious programme for children to progress through the stages of learning. However, this is not consistently cascaded to staff. This results in inconsistent teaching as children do not receive the experiences to make good progress in their learning. For example, when children want to climb a tree branch and cannot figure out where to place their

foot, staff help them to get down rather than encourage them to consider where to step next.

- Staff do not always take opportunities to promote children's language skills well. They follow children's lead during play but do not extend their vocabulary enough. Most interactions, while warm and energetic, lack wide and varied words that help to expand children's knowledge. For example, when playing with toy trains, staff use basic words, such as 'wow', when the magnetic couplers stick the carriages together.
- Children want to take part in the opportunities available. They independently choose to be in the bell tent or outside. They play quietly in a play kitchen or use their imaginations as they actively dig to look for crystals in the dirt.
- Staff support children with special educational needs and/or disabilities adequately. They obtain detailed information from parents and professionals to support children's development. Staff implement activities that professionals advise to specifically support children's needs. This helps children to make sufficient progress from their starting points.
- Children are generally sociable. Older children mix with younger ones and help them and model how to play. They hold down stencils so that younger children can brush mud over the shapes and enjoy exploring the mud on each other's skin. Children ask if their friends are feeling alright when they need to sit down. This helps them to learn to understand and manage their feelings.
- Partnerships with parents are sufficient. Information is regularly shared between staff and parents about the children. There is regular communication about what the children are doing every day, and parents have noticed their children developing confidence.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that staff are clear about the intent of the curriculum and how to implement it effectively so that it provides enough challenge to help all children and meet their individual learning needs	26/06/2024

ensure that staff give children a language-rich experience to build on their communication and thinking skills	26/06/2024
ensure that the performance management programme helps staff to improve the quality of their interactions with the children.	26/06/2024

Setting details

Unique reference number	2741949
Local authority	Hertfordshire
Inspection number	10317875
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 5
Total number of places	48
Number of children on roll	24
Name of registered person	Nature Wanderers Ltd
Registered person unique reference number	2631461
Telephone number	07379792888
Date of previous inspection	10 October 2023

Information about this early years setting

Nature Wanderers Ltd registered in 2023. The setting is open from Monday to Friday, 9am to 4pm, during term time. It provides a holiday club during most school holidays. The setting employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. The setting receives funding for the provision of early education for three- and four-year-old children.

Information about this inspection

Inspector
Elke Rockey

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 provider.
- The provider joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff, parents and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The provider and the inspector carried out a joint observation of a planned activity.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024