

# Nurture Outdoor Kindergarten

Top Barn Business Centre, Worcester Road, Holt Heath, Worcester, WR6 6NH

<b>Inspection date</b>	8 June 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Managers are passionate about what they do. The kindergarten is well organised and they implement a wide range of records, documents and policies effectively. Staff support children's safety, welfare and learning successfully.
- Children have fun and enjoy attending. The environment is interesting. A vast range of resources, toys and equipment is in use, especially outside. Children are curious and are keen to play, explore and learn.
- Children make good progress in their learning. Staff swiftly identify and help any children needing additional support. All children are becoming successful learners who are equipped with all the skills they need to move on to school.
- Staff are friendly and attentive. They get to know children and their families well, and sensitively meet children's needs. Children are happy and relaxed in their care.
- Partnership working is very good. A two-way flow of information is shared in a range of ways. Children benefit from continuity in their care and learning between the setting, home and other settings they attend.

### It is not yet outstanding because:

- The managers do not fully focus staff's continuous professional development at the highest level, in order to help provide the best possible outcomes for children.
- The management team does not fully include all staff in evaluating the quality of the provision. Targets for future development are not consistently clear to staff, in order to help raise the standard as far as possible.

## What the setting needs to do to improve further

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

- enhance staff's continuous professional development to build on the quality of teaching and promote the best possible outcomes for children
- extend staff's contribution to self-evaluation processes so that targets for future improvement are precise, in order to help raise the quality of the provision to the highest level.

### Inspection activities

- The inspector observed the quality of teaching during some activities indoors and mainly activities outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager of the kindergarten.
- The inspector held a meeting with the management team. She looked at relevant documentation, policies and procedures.
- The inspector checked the evidence of the suitability of staff working in the kindergarten.
- The inspector spoke to children and parents during the inspection and took account of their views.

### Inspector

Josephine Heath

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers and staff have a good knowledge of safeguarding. They are alert to the many different indicators that a child may possibly be at risk of harm and know how to deal with any concerns. The environment is safe and secure. Daily risk assessment checks help to ensure any potential hazards are minimised. This helps to keep children safe. Most staff are highly qualified. They are supervised and benefit from some training opportunities. This includes safeguarding, food hygiene and first aid. Staff also receive training in the kindergarten's educational philosophies. This has a positive impact on the quality of care children receive.

### Quality of teaching, learning and assessment is good

Staff routinely observe and assess children's development. They follow children's interests and promote their learning through a balance of planned and child-led play. For example, staff help pre-school children to create an outdoor library. They support them to find the resources they need and decide where they will set it up. Staff help children to add signs and labels. Children enjoy developing the game with their friends and like to share stories with their teachers. Younger children are greatly interested in water play. Staff help them to discover how to operate the water pump outside. They also provide them with different sized containers to fill and empty. Children spend a vast amount of time enjoying this investigative experience. Managers and staff have good expectations of children's abilities. They oversee the progress children make and act quickly to offer children any support they need in order to narrow any achievement gaps.

### Personal development, behaviour and welfare are good

Staff support children's physical well-being successfully. Staff encourage children to take part in exercise. Children confidently move around the space in different ways. They enjoy swinging on the suspended tyres, climbing over obstacles, using wheeled vehicles and playing games that involve running around. Staff ensure children adopt good hygiene routines and talk to them about the importance of making healthy food choices. Children are valued as individuals. Staff listen to children, respect their views and encourage a culture of tolerance and acceptance. They help children to explore their similarities and differences. Children display good levels of self-esteem.

### Outcomes for children are good

Children are confident and independent. They can make their own choices and manage their self-care needs. Children develop good communication skills. They enjoy group singing sessions. They can listen and follow instructions. Pre-school children respond to questions and express their ideas. Children can express their feelings and manage their behaviour. They learn to negotiate and solve conflicts. Pre-school children particularly enjoy helping their teachers with small tasks, such as preparing for meals. Children develop good literacy skills. They enjoy drawing using crayons or coloured ink pens. They think deeply about what they want to draw and give meaning to the marks they make.

## Setting details

<b>Unique reference number</b>	EY484108
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	1005040
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Nature Nurtures Early Years Ltd
<b>Registered person unique reference number</b>	RP534193
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07754 394838

Nurture Outdoor Kindergarten registered in 2015 and is located in Holt Heath, Worcester. The kindergarten employs six members of childcare staff. Of these, four hold appropriate qualifications at level 6 and above. The kindergarten operates all year around. Sessions are available Monday to Friday from 8am until 5.30pm. The kindergarten provides funded early education for two-, three- and four-year-old children. The setting classifies itself as a progressive kindergarten. This approach is informed by a range of philosophies, focusing primarily on respectful caregiving, as well as outdoor-based educational philosophies.

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