

Out There Forest School and Kindergarten

East Winds Activity Centre, St. Annes Terrace, Bristol, BS4 4DY



Inspection date

27 June 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision

This inspection:

Good

2

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

- The manager and her staff are an experienced, ambitious and cohesive team. Overall, they are dedicated to providing the very best care and education for all children. They provide an imaginative and adventurous curriculum based almost entirely outdoors.
- Children develop high levels of self-confidence and self-esteem. They learn to manage risk and take responsibility for themselves particularly well.
- Children enjoy the wide range of well-chosen, outdoor learning opportunities on offer. They are highly motivated and eager learners.
- Observation and assessment practice is robust and children's progress and development are regularly shared with parents. Any gaps in learning are quickly identified and addressed. Strong relationships with parents and outside professionals ensure that support is accessed and that progress continues without delay.
- Children, including those who speak English as an additional language, make good progress in all areas of learning, relative to their starting points.

It is not yet outstanding because:

- Occasionally, staff lack professional development strategies to challenge all children to reach their very highest potential.
- The views of parents and children are not yet taken fully into account, when planning for future improvements.

What the setting needs to do to improve further

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

- develop a more rigorous programme of professional development for staff, to improve outcomes further for all children
- develop strategies to find out more about parents' and children's views on all aspects of provision, to take into account when planning for future improvements.

Inspection activities

- The inspector talked with staff, children and parents at appropriate times during the inspection.
- The inspector observed staff interactions and children at play.
- The inspector and the manager observed a planned activity together and discussed their findings.
- The inspector sampled required documentation on the day.
- The inspector held a meeting with the manager to discuss self-evaluation, safeguarding and staff professional development.

Inspector

Amanda Burn

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures that staff implement all safety routines and procedures meticulously. Risk assessments are robust. Children are safe on and off site. Staff teach children safety rules effectively. For example, children know to stay calm and stand still if they meet a dog and they do this unprompted. The manager rigorously implements the necessary procedures if ever there is a concern over a child's well-being. She evaluates provision accurately and has focused plans in place to improve the setting. Parents enjoy family days where they can learn more about learning in and through nature. Staff suggest activities that parents and children can do at home together, which promotes consistency in children's learning. Parents frequently contribute their skills and talents to enhance children's growing awareness of the wider world.

Quality of teaching, learning and assessment is good

The staff are skilled at seamlessly interweaving all areas of the curriculum into their outdoor learning approach. For example, in the woods, children developed their pirate project and wanted to build a ship. Staff encouraged children to think through their ideas, such as where the toilet might be and asked, 'What if there are no pipes?' Different ideas are evaluated well. Some children draw the final design while others start on the treasure map. Younger children find clumps of mud and suggest these can be used as 'cannon balls'. Before building the ship, they enjoy a pirate story about disappearing pirates. This provides much interest as well as valuable practice in subtraction. Children develop their communication, collaboration, problem-solving, mathematical and many other skills very well through such projects.

Personal development, behaviour and welfare are good

Children enjoy very warm and trusting relationships with staff and their friends. The key-person system is well embedded and children settle in quickly and easily. Children listen well and often look after each other. They spontaneously hold hands when walking to the woodland, for example. Staff help children understand their emotions effectively, often through summarising what children are saying. For example, when children talk of their mixed feelings about a good friend leaving, staff say, 'Yes, it is strange how we can feel happy and sad at the same time sometimes, isn't it.' The children visibly relax as they learn that this potentially confusing pair of emotions are part of normal life.

Outcomes for children are good

Children thrive at this setting. They develop high levels of self-care, independence and resilience. For example, they develop good physical confidence as they climb muddy slopes and jump off logs. All children develop good early reading and writing skills. Younger children enjoy exploring initial sounds in their names. Older children learn to write their names, link sounds to letters and to recognise these in the environment. Children develop a good awareness of diversity and the wider world, for example, through outings. Children are well prepared for school or the next stage of their learning.

Setting details

Unique reference number	EY546746
Local authority	Bristol City
Inspection number	1109444
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	26
Number of children on roll	18
Name of registered person	Out There Forest School and Kindergarten Ltd
Registered person unique reference number	RP546744
Date of previous inspection	Not applicable
Telephone number	07948674811

Out There Forest School and Kindergarten registered in 2017. It is located in Bristol. It provides a range of education and childcare facilities, including a kindergarten, an after-school-club and a holiday club. The setting is open from 8am until 5.45pm on Tuesdays, Wednesdays and Thursdays during term time only, and from 8am to 6pm for most school holidays. The provision employs eight members of staff, three of whom hold appropriate early years qualifications. Of these, one member of staff holds qualified teacher status. The kindergarten is in receipt of funding to provide early education for children aged two, three and four years.

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