

<b>Inspection date</b>	12 April 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Outstanding</b>	<b>1</b>
		Not applicable	
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Staff plan comprehensively and provide an excellent variety of activities. They assess children thoroughly and make highly effective use of this information to ensure that children receive excellent challenges. Children make exceptional progress.
- Children demonstrate excellent skills in using technology. For example, they use voice recording tablets to record sounds of nature, such as birdsong, and use cameras to take pictures of different varieties of minibeasts.
- Staff manage children's behaviour very successfully. For instance, they teach children to try to resolve problems for themselves by questioning them effectively. Children behave in excellent ways.
- Staff ensure that children develop healthy daily routines. For example, they provide freshly prepared, very healthy, nutritious lunches and children have a wide variety of excellent physical challenges in a natural environment throughout the day.
- The management team monitors all aspects of practice very effectively. For instance, an education lead supports staff in planning and moderates all assessments robustly. She analyses children's progress to ensure that they can provide excellent support to children needing extra help.
- Staff have excellent partnerships with parents. They have very flexible and excellent ways to keep them regularly informed about children's progress.

## What the setting needs to do to improve further

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

- continue to develop links with the local community to enhance children's understanding of features of their local environment further.

### Inspection activities

- The inspector carried out a joint observation of a group activity with the manager.
- The inspector observed the interaction between staff and children and spoke with the children when appropriate.
- The inspector tracked the progress of several children.
- The inspector reviewed some documentation and held a discussion with the manager.
- The inspector spoke to parents and staff and considered their views during the inspection.

### Inspector

Jenny Beckles

## Inspection findings

### Effectiveness of leadership and management is outstanding

The manager evaluates the setting robustly and has highly ambitious goals to build in future improvements. Safeguarding is effective. Staff have excellent knowledge of what they need to do if they have concerns about a child's welfare. The manager has extremely robust risk assessments covering all aspects of children's safety in the forest, including risky play and tree climbing. The adult-to-child ratio is high, supporting children's safety further. The manager meets with staff individually and regularly to accurately identify their work and training needs. For instance, staff have attended a very wide range of innovative and skill enhancing courses, including supporting children's early literacy skills through helicopter story telling.

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

Staff support children's creative development in exceptional ways. For example, children make their own 'paint' by mixing earth and water and use twigs to paint pictures on paper. Staff teach children to have an excellent understanding of the natural world. For instance, children use magnifying glasses and charts to search for minibeasts by type and habitat. They have exceptional knowledge of names and varieties of minibeasts. However, the manager recognises that in terms of increasing children's understanding of the features of their local community beyond the forest, further links could be established to support their learning even further. Children have a wide variety of excellent, interesting physical challenges. For instance, they learn to balance very skilfully and climb confidently on fallen trees. They move confidently in different ways, such as weaving in and out of and around trees.

### Personal development, behaviour and welfare are outstanding

Staff know children exceptionally well and offer comprehensive settling-in sessions. Children are fully comfortable with routines and feel very secure. Staff interact warmly with children and value them highly as individuals. Children are extremely confident and very highly motivated to learn. They have excellent safety awareness. For instance, when asked why boundary flags are needed in the forest, they say 'for children to stop and come back' and 'to stop children getting lost'. Staff teach children to assess minor risks for themselves, such as how high they can climb up a tree, and children take part in daily forest checks for litter. They gain exceptional independence skills. Children know how to dress themselves appropriately for different weather conditions and they help to prepare healthy snacks.

### Outcomes for children are outstanding

Children have excellent early literacy skills. Older children tell their own stories and then act them out in great detail. All children learn to recognise their names when they arrive each day. Children count securely and are able to do simple addition and subtraction. Children highly respect themselves and others from a variety of backgrounds. They share and take turns exceptionally well. Staff support younger children to learn these skills.

## Setting details

<b>Unique reference number</b>	EY546743
<b>Local authority</b>	Richmond Upon Thames
<b>Inspection number</b>	10091373
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 -
<b>Total number of places</b>	20
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Little Forest Folk Too Ltd
<b>Registered person unique reference number</b>	RP541522
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07905757422

Little Forest Folk registered in 2017. It is located in Barnes, in the London Borough of Richmond-Upon-Thames. The setting is open on each weekday from 8am to 6pm, for 51 weeks of the year and is closed on public bank holidays. There are eight staff including the manager. The setting accepts funding for free early years education for children aged two, three and four years. The setting follows a forest school education philosophy.

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