

Inspection of Beyond The Walls Outdoor Nursery

The Old School, Chapels Lane, Tockholes, Darwen BB3 0LX

Inspection date: 15 October 2019

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The inspirational managers and staff place children at the centre of everything they do. They uphold a shared vision to help children to flourish into confident, independent, eloquent, kind and helpful individuals. Children develop a sheer love for learning due to the highly challenging and joyful experiences that staff provide. Staff's philosophical approach to outdoor learning motivates children to exhibit their innate curiosity and inspires them to 'learn beyond the walls' and develop a 'deep-rooted love of nature'. All children enjoy every minute of their time at this magnificent nursery. They boldly rise to new challenges and make outstanding progress across all areas of their learning and development.

The devoted staff cherish each and every child. Staff place a sharp emphasis on ensuring that children are extremely happy, assured and safe in their care. For example, when children embark upon a woodland adventure for the first time, staff encourage those children with more experience to point out the external boundaries, highlight any potential risks and explain the explicit rules of the camp. This helps all children to develop a superb awareness of the behavioural expectations and affirms their knowledge of how to keep themselves and others safe. Children are highly valued. Rewarding strategies such as encouraging children to give themselves 'a round of applause, a pat on the back and a seal of approval' help children to become remarkably confident and resilient individuals.

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

- The managers and staff work together seamlessly. Daily evaluations of practice, purposeful appraisals and highly focused professional development are skilfully aimed at enriching staff's expert knowledge and practice. The managers use highly rewarding strategies such as a 'thumbs up' to swiftly value staff's excellent interventions. This instantly helps to boost staff's upbeat morale.
- Staff engage children in gentle exercise such as yoga to help to advance their balance and flexibility and improve their mindset. During these sessions, staff remind children to maintain good posture and to take control of their breathing to create free-flowing energy that, in turn, helps to control their movements. Novel ideas such as encouraging children to use a stethoscope to listen to their heart before and after exercise help children to gain a superior knowledge of the body and the impact that exercise has on their long-lasting good health.
- The skilled staff use their expert knowledge of each child to link learning spontaneously. For example, in response to observing a pregnant cow in a field, staff spark conversation between children about the recent and upcoming arrival of any new babies at home. Children revel in opportunities to share information about what makes them unique and use a range of tenses accurately in conversations.

- Innovative group sessions are planned meticulously to build on children's current knowledge and to introduce more formal learning in preparation for their move on to school. For instance, children actively take turns to communicate precise information about the types of clothing they wear when it is hot and cold. They acquire superb listening and concentration skills when finding out about the traditions of other communities, such as native Alaskans, in the wider world.
- Parents are expertly involved in all aspects of their children's learning and development. Innovative taster sessions, such as 'discovery days', help children and parents to gain a sense of what nursery life is like. Parents comment positively that 'the magical adventures to the woods each day are truly phenomenal and provide exceptional learning opportunities for their children'.
- The eloquent staff use every opportunity to introduce children to more complex language. For example, they alert children to a flock of birds flying intricately and in coordinating patterns in the sky and make reference to this being a 'murmuration'. In addition, they swiftly encourage children to make up their own songs and rhymes about objects that they find in the forest. This contributes towards children becoming confident, fluent and articulated communicators.
- Staff swiftly extend on children's play ideas. For example, following children's desire to make 'mud soup' using natural materials, staff ask children to share their knowledge of what ingredients are used to make edible soup. Their expert interventions further support children to define which vegetables grow above and beneath the ground, to advance their knowledge of growth.
- The polite and courteous staff lead by example. For instance, during the bus journey to the woodland area, staff explain the importance of leaving plenty of room when passing a cyclist and instantly show their appreciation for the acts of kindness that other road users display. This contributes towards the extremely kind, considerate and positive attitudes that children naturally adopt.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff are highly trained and have an expert knowledge of child protection procedures. All staff adopt a coherent culture of vigilance. They give children clear safety instructions and readily involve them in the comprehensive risk assessment process. For example, children are alerted to the dangers of fire and know that they are to stay behind the 'safety square' when a campfire is lit. Children willingly and independently move sticks from the middle of the camp into a pile, to help to reduce the risk of slips, trips and falls. Key safety information, such as emergency first-aid procedures, is readily shared with parents, to help to keep children safe at home. Staff consistently promote the highest standards of health and hygiene practice.

Setting details

Unique reference number	EY446453
Local authority	Blackburn with Darwen
Inspection number	10109830
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	15
Number of children on roll	23
Name of registered person	Beyond The Walls Outdoor Nursery Limited
Registered person unique reference number	RP530665
Telephone number	07533 665541
Date of previous inspection	26 September 2012

Information about this early years setting

Beyond The Walls Outdoor Nursery registered in 2012 and is owned and managed by a limited company. It operates from within the Old School in the village of Tockholes. The nursery follows the principles of the Scandinavian Forest Kindergarten philosophies, for example primarily outdoor play and exploration in nearby woodland areas. The nursery currently opens on Tuesday, Wednesday and Thursday from 8am to 5.30pm all year round, with the exception of two weeks during the summer months and two weeks at Christmas. The nursery employs three members of childcare staff, all of whom hold appropriate qualifications at level 3. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Charlotte Bowe

Inspection activities

- The provider accompanied the inspector on a learning walk to explain how the nursery is organised and to share information about the aims of the curriculum.
- The inspector held discussions with both of the managers, the sole member of staff and a number of children at appropriate times during the inspection.
- The inspector and one of the managers jointly observed the quality of teaching during a planned activity within the woodland area. The inspector observed teaching further throughout the day both indoors and outside.
- The inspector looked at a sample of documents, including evidence of suitability, a record of staff's qualifications and training, policies and procedures, health and safety records and self-evaluation documents.
- The inspector took account of the views of parents spoken to on the day of the inspection and from comments noted on recent feedback emails.

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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