

Inspection of Kids Adventures Prestwich - Forest School

Garden Needs, 1 Radford Street, Salford M7 4NT

Inspection date: 5 November 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

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children eagerly arrive at forest school, excited about their day. They access all their learning outdoors, which is central to the curriculum. Activities underpin the early years foundation stage and are imaginative and meaningful. Children are superbly engaged in the provision and decision making. For example, every morning they hold a planning meeting with staff and discuss the activities they would like to explore. Highly qualified and experienced staff are extremely skilful in providing high-quality learning experiences. Children demonstrate a thirst for learning. For example, children use a saw to cut branches, which they make into wooden blocks for the construction area. Children transfer these skills as they construct weaving frames.

Children are extremely happy and settled in the forest school. Every aspect of the day is a learning opportunity. Children have a can-do attitude and show high levels of perseverance. The environment provides a wealth of learning opportunities. For example, children paint using natural resources and problem solve how they can unblock a sink in the mud kitchen. Children have vivid imaginations. They designate roles within their play and name different areas in the environment such as 'dragon mountain' and 'witches cottage'.

Staff have the highest expectations for every child. Children understand the safety rules of the campfire and show immense care as they tend to the nursery chickens. Staff place children's well-being at the centre of their practice. As a result, children form positive relationships with others. Children are independent and confident and their behaviour is exemplary.

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

- The management team is extremely experienced and has a crystal-clear vision of the curriculum they provide for children. The team works exceptionally well together and shares an ethos of 'everyone is as important as each other'. Managers are totally committed to supporting staff and their professional development. The manager has recently attended a mental health course and has developed a well-being policy to further support staff in their role. Staff supervision and training is targeted to develop staff knowledge and continually improve teaching.
- All staff are extremely skilful and take every opportunity to engage with children. They have a deep understanding of children's individual needs and offer activities which challenge children and build on their strengths. For example, children sit around the campfire and enjoy a funny story about a witch. They use props to re-enact the story and use their imaginations as they use sticks as magic wands. Children's play develops into making 'magic potions', mark making

and identifying initial letter sounds as they think of magic spells. Staff plan activities that build on children's previous experiences. Children are fully prepared for future learning.

- Healthy lifestyles are embedded in the curriculum. Staff offer children a rich set of experiences. For example, children make dens and use real woodworking tools, demonstrating high levels of skill and concentration. Children's physical development is further promoted through weekly swimming lessons. Children plant, grow and eat their own vegetables. They explore the effect of exercise on the body. They discuss changes they observe as their heart rate quickens and their breath becomes visible in the cold air.
- Staff forge highly successful partnerships with parents through a variety of strategies. For example, parents are fully involved with ongoing assessment and home learning. Parents are invited into nursery to share sessions with children and learn about the forest school ethos. Parents are extremely complimentary about the service provided. They state, 'children gain experience of the real world and gain skills they can take through life' and 'wow, staff are amazing!'
- The management team has been proactive in forging links and partnerships with a range of professionals, for example, teachers from local schools, leaders from faith schools, local authority advisors and practitioners from other nurseries. In addition, people from the local community have been invited in. For example, the 'bee man' has set up a beehive and children have learned about the production of honey. Special guests are also invited in, such as a professional gnome expert. Children's understanding of diversity is enriched by meeting a wide range of people.
- Care practices are first class, which significantly impacts on children's confidence and self-motivation. Staff encourage children to attempt things by themselves, which promotes resilience. For example, children persevere when using scissors and source their own natural materials to instigate their play. Children are immersed in play and learning. They show a great fascination for exploration and investigation and are extremely confident communicators.

Safeguarding

The arrangements for safeguarding are effective.

All staff place children's safety and welfare as a top priority. Staff attend safeguarding training and regularly refresh their knowledge through discussion and additional training. Staff understand their professional responsibility and their duty of care to children. They have a thorough knowledge of procedures they would follow if they had concerns about a child's welfare. The management team is knowledgeable on wider elements of safeguarding, such as the 'Prevent' duty and county lines. Staff teach children about personal safety. For example, they talk with children about the National Society for the Prevention of Cruelty to Children 'safer pants' initiative, and talk to children about what to do if they feel upset or worried.

Setting details

Unique reference number	EY547293
Local authority	Salford
Inspection number	10106820
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	3 to 4
Total number of places	44
Number of children on roll	25
Name of registered person	Social Adventures Limited
Registered person unique reference number	RP534017
Telephone number	01612124980
Date of previous inspection	Not applicable

Information about this early years setting

Kids Adventures Prestwich - Forest School registered in 2017. It is run by Social Adventures Limited. The school employs four members of childcare staff. Of these, one holds qualified teacher status, one holds early years teacher status, one holds a level 6 qualification and one holds a level 4 qualification. The school is open Monday to Friday, from 7.30am until 6pm, all year round, except Christmas and bank holidays.

Information about this inspection

Inspector

Elisia Lee

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with children, staff, parents and the management team during the inspection.
- As part of deeper discussion, the inspector spoke with the management team on the design of the curriculum and how it is implemented. A joint observation of teaching was completed with the manager.
- A meeting with the senior management team was held. The inspector looked at documentation, such as processes of assessment, a sample of policies and procedures, selection and recruitment documentation and the suitability of staff.
- The inspector spoke to a number of parents during the inspection and looked at written comments to take account of their views.
- Discussions with staff were held. The inspector asked about how well the management team considers their well-being and supports them in their role.

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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