

# Inspection of Venture Hope Cove

SW Coast path, Hope Cove, Kingsbridge, Devon TQ7 3HR

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Inspection date: 5 November 2019

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

The quality of education is exemplary. Children flourish in this unique environment where they spend most of their time outside at local woodlands and beaches. Managers have a clear vision for the curriculum and how children learn. Teaching is at a consistently high standard. Children have extremely positive attachments with staff. They are enthusiastic and highly motivated to learn. Children quickly engage in play as soon as they arrive. For example, children enjoy hammering nails into pumpkins, fill them with water, and explain that the seeds have 'floated' to the top. They explore colour changes to water as they transport the water from the pumpkin into jugs. They confidently use an array of mathematical language throughout the day; they confidently count and use chalks to write numbers.

Staff encourage children to make decisions. They decide if they would like to climb over, under or go through the farm gate. Children are given excellent opportunities to take risks as they confidently climb trees. They are instantly captivated as they listen carefully to staff as they learn about sugar snap peas. Staff skilfully explain to children to get the peas to snap using their 'pincers'. They excitedly listen as the pods snap, confidently counting the peas in their pod and quickly recognising how many they have in each pod. Children are creative thinkers. For example, as they enjoy transporting water from the handmade water pulley, they work out that if they stand under the container of water and use their head, they can balance the container and do not need to use the foot pump to fill their containers.

Children are patient while they wait for all their friends before they eat their lunch. Children show high levels of independence as they get their snacks and lunch from their bags and pack away when they have finished. Children have extremely healthy lifestyles; they have plenty of fresh air in all weathers and have healthy foods and drinks.

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

- Teaching is inspirational. Staff closely track each child's progress and build upon identified areas for their development. They skilfully extend children's learning based on their interests. For example, as children collect sticks and twigs, staff provide scissors and wool to support children's imaginations. Children learn they can use the wool to wrap around the sticks to hold their structures together. Children create fireworks, horses and fishing rods from natural materials and imaginatively play with them.
- Children know how to keep safe. They confidently talk about the high tide and dangers at the beach. Children know the safe areas they can play by the flags at the den area, which identifies the safe boundaries. Staff use visuals to remind children of the dangers while they play in the den. Children confidently talk

about not touching the sheep and not eating berries as this could make them poorly. Children tell staff that they need to join the 'rope bus' quickly and leave their bags behind in an emergency.

- Staff promote children's independence exceptionally well. Children confidently put on their waterproofs, coats and back packs, ready for the day's adventure. Staff encourage children to find solutions to problems. They ask children questions such as 'How will we do that?' and 'What do you think?' to promote children's confidence. As their confidence grows, older children are empowered to help younger children to problem-solve. For example, when the 'rope bus' gets caught on the gate, an older child offers to help.
- Children's behaviour is exemplar. They have respect for one another and their environment. They are kind, share and take turns as a matter of ease. Children are rewarded for their positive behaviours. For example, staff choose children who have been listening well to hand out cups to their friends.
- Staff support children's literacy exceptionally well. Children make marks, sing and listen to stories. Children recognise letters from signs they see in the local community. They know the sounds letters represent and identify words with the same sound, such as 'm' for mummy. Staff capture children's interest as they listen carefully to stories that rhyme. Children anticipate and explore possibilities of other words that rhyme, such as 'paws' and 'jaws'.
- Managers are exceptional. They have a clear vision and strong focus for the curriculum, and they know what each child can do and what they need to learn next. They follow children's interests to ensure each child receives a rich and meaningful experience. Managers have attended various training and visits to other provisions to strengthen their ethos and carefully select staff who can deliver their unique approach to how children learn.
- Parents enthuse about their child's experiences and report that they feel their children are 'privileged' and 'fortunate' to attend this wonderful kindergarten. Parents receive regular updates on their children's progress. Staff provide parents with educational activities, such as letters and sounds for their children to practise at home to extend their learning further.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff know the signs to look for and the procedure to follow in the event of a concern about a child. They clearly identify possible signs of abuse and neglect. They know the procedure to follow in the event of an allegation or concern about a colleague. They understand wider safeguarding issues relating to the 'Prevent' duty legislation. Managers expertly teach children about keeping themselves safe. Staff are aware that they generate interest from the public when they are out and about in the local area, and remind children about their safety.

## Setting details

<b>Unique reference number</b>	EY555908
<b>Local authority</b>	Devon
<b>Inspection number</b>	10116598
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	15
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Venture Outdoor Kindergarten Partnership
<b>Registered person unique reference number</b>	RP555907
<b>Telephone number</b>	07500927722
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Venture Hope Cove registered in 2017 and opens from 9am to 3pm on Monday, Tuesday, Wednesday and Thursday during term times. The kindergarten is based at the Reading Rooms in Hope Cove, from which they explore the local woodlands, beaches and outdoor spaces. There are five members of staff, all of whom have academic degrees and two of whom hold qualified teacher status. All staff have substantial previous experience of outdoor provision.

## Information about this inspection

### Inspector

Johanna Hughes

### Inspection activities

- The inspector observed the quality of teaching at the Reading Rooms' outside space and in the local woodland area.
- The inspector gathered views and feedback from parents.
- The inspector spoke with the managers, staff and children throughout the inspection.
- The inspector carried out a joint observation with one of the managers.
- The inspector sampled a range of documentation, including recruitment records, and policies and procedures.

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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