

# Free Rangers

Welton Manor Farm House, Millards Hill, Midsomer Norton, RADSTOCK, BA3 2BW

<b>Inspection date</b>	24/01/2013
Previous inspection date	16/07/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## **The quality and standards of the early years provision**

### **This provision is outstanding**

- Children have excellent opportunities to develop their experience exceptionally rich language; and develop their have the confidence and skills to express themselves very well. The nursery provides children with excellent opportunity to explore the natural world. They notice and discuss the environment around them enthusiastically.
- Children develop an excellent understanding of how to manage risks and challenges relative to their age. The nursery gives the highest priority to the safety of children.
- Children explore an extensive range of open-ended resources, expressing their own ideas, creativity and imagination.
- Staff praise children noting effort, how they do things, and encourage the children to persist and solve problems. Behaviour is extremely good, and relationships are excellent.
- Staff develop extremely strong, trusting relationships with parents, which help to ensure children's needs are met very well.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed a Forest School session.  
The inspector observed activities in all playrooms and in the outside play area.
- The inspector completed two joint observations with the manager of the provision, in the baby room and outside with pre-school children.  
The inspector took account of views of parents and carers spoken to on the day.
- She held meetings with the nominated person, director, manager, and three practitioners.
- The inspector looked at children's assessment records and the provision's planning.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation and improvement plan.

## Inspector

Sandra Croker

## Full Report

### Information about the setting

Welton Free Rangers Forest School Nursery is privately owned. It was registered in 2011. It operates from a purpose-built converted barn on a former working farm site in

Radstock, Bath and North East Somerset. It provides care in four rooms over three floors. There is a large outdoor play area with free-flow access. Children also use the paddock, plantation, pond area, the farmyard, woodlands and brook.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 131 children aged from birth to five years on roll. The nursery provides funded early education for two, three and four year olds. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities, and children with English as an additional language.

Welton Free Rangers Forest School Nursery is open each weekday from Monday to Friday from 8am to 6pm. There is a school holiday club for children aged five to ten years. There are 14 staff employed to work with the children; of these, two have early years qualifications at level 2, five have early years qualifications at level 3 and seven have early years qualifications at level 4 or above.

Welton Free Rangers Forest School Nursery receives support from the local authority. It operates in line with the Forest School philosophy.

### **What the setting needs to do to improve further**

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

- enhance the opportunities for children to learn about words, shapes and numerals in a purposeful context in the outdoor area.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

The quality of teaching and learning is outstanding and is always exciting, interesting and challenging. Staff listen carefully to children and notice how they play, to plan sensitively from these observations. Ideas develop as staff add suggestions to planning boards in each room, tuning in accurately to the interests of all children. These highly impressive mind maps, link activities and ideas generated from child initiated play. Children enthusiastically make choices about their activities, which are extremely attractively organised. Rich, varied and imaginative experiences arise because staff have an expert knowledge of the areas of learning. Staff talk to children about their safety, pitched at the appropriate level, before excitedly heading out into the snow. Children fill containers with

snow, and compact it to create ice blocks and eagerly add them to others already forming the sides of an igloo. Staff challenge children to notice the pattern developing in the wall, and they chat excitedly about the quality of their ice bricks. They happily persist with their block making, even when the block crumbles as they drop them on the way to the wall. Children are well motivated, very eager to join in and consistently demonstrate the characteristics of effective learning. Toddlers enjoy playing with hoops in the snow, and push toys in pushchairs along the walkways. Babies mix flour, salt and water in a large clear plastic tub. They feel the mixture with their hands, and make marks very excitedly in dough, using different sized paintbrushes. This enables them to explore textures and develop early writing skills.

There is a sharp focus on helping all children to acquire communication and language skills. Staff are highly skilled at building very young children's vocabulary and show them how to build sentences. For example, staff describe what toddlers do as they match adult animals to pictures of their young. Babies excitedly babble as they pull a ball collection out of a basket, watching them roll on different surfaces. Staff nurture young children's fun of discovering new sounds by repeating back the sounds, taking turns in naming objects. Pre-school children concentrate well. They talk through the bread-making stages, as they sit impressively with their chef's hats, completely 'in role'. They excitedly use words connected with baking. They talk about mixing, rounding, shaping, proofing, baking. Staff help them to use more complex sentences to help them express themselves. Staff have an excellent understanding of the Early Years Foundation Stage, and of how children learn.

Innovative assessment procedures are precise, sharply focused and include all those involved in each child's learning. Children have individual learning journals containing photographs, observations and examples of their work. Staff use computer programmes to monitor each child's progress, and secure timely interventions and support. Parents can see at a glance how their child is developing in areas of their learning. The integrated software shows where a child is in their developmental pathway and identifies areas to target. All children make rapid improvement in their learning from their starting points. They are exceptionally well prepared for school or the next steps in their learning. Parents comment how thrilled they are by their child's enthusiasm for learning instigated by the nursery. Their children cannot wait to come. They state that their children are valued and acknowledge that staff help them to feel good about themselves by offering positive support, praise and encouragement. Staff have a comprehensive knowledge of their key children, because parents are able to engage successfully in their child's learning. Staff regularly exchange information with them, so all children have their learning and care tailored to meet their individual needs.

### **The contribution of the early years provision to the well-being of children**

Children play in an extremely well organised environment where excellent adult support makes children feel secure and confident. This allows children to learn and develop extremely well and easily meet their full potential. The indoor and outdoor space is extremely motivating. However, there are fewer opportunities for children to see words, shapes and numerals in the outdoor area to enhance their learning. Highly skilled staff

help children form secure emotional attachments, and provide a strong base for their developing independence. Relationships are excellent, and children from all age groups, eagerly eat their breakfast together, enjoying the friendliness experienced.

Children are cared for in an extremely safe and secure environment. Daily checks are made on all areas used by children. The 'no shoes' policy in the baby room, helps to ensure children's health and safety is a priority. All meals and snacks are prepared and served hygienically. All food is nutritious, with a wide variety of meals provided in line with children's likes, dislikes and dietary needs. Partnership with parents is well developed, and they report how their children try new foods, but have foods they feel familiar with if they do not enjoy them. Food is always prepared to meet the developmental stage of each child. For example, staff supervise babies as they enjoy finger foods to help them wean and eat independently. Older children blow their own noses, and wash their hands before mealtimes, developing good hygiene practices. Managers ensure that staff promote the health of younger children, by checking nappy changing procedures. Parents are able to choose where their children sleep, and this is reviewed as their children get older. Staff skilfully support children's transitions both within the nursery and to other settings and school.

Staff give children highly stimulating experiences, to understand their senses, in a safe, controlled environment. Babies are encouraged to investigate a range of resources and gain independence as they explore, knowing their key person is nearby. Treasure baskets are full of sensations for them, from cold and heavy to wooden or shiny. Toddlers eagerly roll balls back and forwards through different coloured paint. Each ball has a different surprise, providing an excellent starting point for exploration. Staff ensure children are safe without preventing them from taking reasonable and considered risks, so they learn about their own safety. For example, staff support pre-school children to talk about what they plan to do, and help them to review their own progress. This enables highly effective conditions for rich play where children think and control what they do, and develop their own ideas. Children review shared rules outside, trying new activities confidently in the snow covered outside area, judging risks successfully for themselves. Some children enjoy walking along the muddy pathway whilst others choose to experience the freshly fallen snow on the garden.

Behaviour is excellent, staff praise and encourage children very consistently and have high, realistic expectations of them all. For instance, children increasingly show high levels of self-control and confidence as they prepare to go out to their Forest School session. Children are highly sociable, spending time comparing their footwear, and show that they have a keen interest as staff put a double layer of socks on some children. Staff fully understand that groups of children learn in different ways and therefore adopt different strategies. For example, some children tell staff the rules about the fire pit, demonstrating they have a good understanding. Staff encourage others to practise walking around the back of the seats surrounding it, so that all children begin to understand. Staff give clear messages about the importance of physical exercise outside, chatting about sledging, and the fun they have.

### The effectiveness of the leadership and management of the early years provision

Management have a highly impressive understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage. Safeguarding and protecting children has very high priority. Staff understood safeguarding issues, and know what to do if they have concerns about children. There are robust recruitment and vetting procedures in place and fully embedded appraisal structures. This encourages continued professional development of staff and effective mentoring and supervision of students. These systems enrich the learning experiences for children, because they motivate and inspire staff. Detailed written procedures for safeguarding are in place. Extensive risk assessments cover all aspects of the learning environment and outings. There is a clear and well-understood policy, and procedures, for assessing any risks to children's safety. Parents report that staff are happy to explain how they manage risks if they ask. For example, they know that children enjoy the campfire and that this is thoroughly risk assessed. Extensive risk assessments cover all aspects of the learning environment and outings. There is a highly effective procedure for checking the identity of visitors, and for the safe arrival and collection of children. Babies have started using a separate entrance, because staff reflecting on practice, always searching for improvement, recognised this enhanced current practise. Parents report being pleased with this new arrangement, and being involved in evaluating this change in routine.

Everyone involved in the welfare and education of children shows an outstanding commitment to providing positive learning experiences and care. Partnerships with parents, external agencies and other providers are very well established. Management have a very clear vision, work extremely closely with staff and parents, and create a well-documented drive to improve. These highly effective partnerships quickly identify all children's needs, exceptionally well. Parents discuss all aspects of their children's care, and supportive systems are in place for the on-going exchange of information. Staff work diligently on ways of providing each parent with better access to information about their children. Inclusion is highly effective because of the efficient identification of children's individual needs. Developing integrated computer software, has improved everyone's ability to access children's learning records. Impressive structures are evolving to monitor sharply focused evaluations of the impact of staff's practice. Management are extremely motivated and dedicated leaders, staff feel valued, appreciated, and able to contribute their ideas. Highly impressive planning and assessment make sure staff understand all children's skills, abilities and progress. Gaps in individual children's development quickly close because of highly productive intervention. Children enthusiastically improve their communication and language skills by completely engrossing themselves in play opportunities supporting their particular learning style.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

### Unique reference number

EY441642

<b>Local authority</b>	Bath & NE Somerset
<b>Inspection number</b>	901106
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	46
<b>Number of children on roll</b>	131
<b>Name of provider</b>	Free Rangers Forest Schools Ltd
<b>Date of previous inspection</b>	16/07/2012
<b>Telephone number</b>	01761411328

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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