

Inspection of Forest Kindergarten

Woodland Next To Little Quornden Farm, Emmetts Lane, Ide Hill, Sevenoaks, Kent
TN14 6BD

Inspection date: 14 June 2022

Overall effectiveness	Outstanding
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 are extremely confident and settle quickly into their play environment. They know the staff very well and develop exceptionally close and effective relationships with them. This helps them to feel extremely secure, welcome and well cared for. For example, young children comfortably settle into staff's laps for cuddles, reading books together and talking about their day.

Children freely explore and experiment throughout the natural and nurturing play environment. They show very high levels of confidence to extend their physical skills, through an abundance of positive experiences. They constantly test their ability and their sense of safety. Staff provide an exceptional and sensitive approach to installing confidence, positive attitudes and pride in children's new found skills.

Children develop strong and respectful relationships with their peers, supporting each other's learning by inviting others into their play. They develop positive attitudes towards sharing their talents and achievements with others and develop powerful skills to collaborate their play highly successfully.

Children develop a rich knowledge of language, vocabulary and skills to communicate their needs. They use very elaborate and expressive language to describe their play, to develop their imaginations and creative minds. Staff purposefully extend their vocabulary by introducing new words, to securely embed the use them throughout their play.

Staff celebrate children's uniqueness. Children feel positive about their achievements and openly and proudly share these with others. Staff recognise how each child learns. They provide a stimulating and challenging environment in which children reach their full potential.

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

- Staff are very effective educators. They use natural environments to extensively promote children's creative thinking and problem-solving. They use carefully worded questions to probe children's knowledge, helping them to recall past experiences. Children take time to absorb information from staff, to think about their knowledge and to respond in their own time and words.
- Staff are eager to learn and develop their professional knowledge. They are proactive in their approach to training, sourcing information. They use this very effectively to make immediate changes to the learning environment for individual children.
- Children learn to take safe risks. They have a can-do attitude, understanding

their own physical capabilities. Staff actively encourage children to test their abilities through trial and error. Children are very capable of assessing natural hazards and confidently extend their learning. For example, children pull ropes but stop due to the rope being stuck in a fallen branch. They quickly question why, change the direction and movement to ensure that it does not get stuck again.

- Children engage in plentiful opportunities to increase their ability to recall and develop story telling strategies. Staff meaningfully engage with children to capture their imaginations, through the use of music, to think about their story. They describe characters in great detail, telling others what they look like and what their adventure is. This fully supports children's imaginations and their confidence to express themselves through descriptive talk. It also helps them to concentrate to complete a story.
- Children develop very confident knowledge of mathematical concepts. Staff encourage children to use natural environments to learn about numbers, amounts, shape, measure, weight and movement. For example, children use sticks and rocks to compare weight in two buckets that are hung from a tree. They watch the movement of the buckets to calculate which is heavier.
- Parents make extremely positive comments about the partnership they have with staff. They comment about the excellent level of care and education their children receive. Staff know their children very well and provide an individual service for each of them, according to their abilities and their personalities.
- Children show increasingly high levels of independence. They make choices for themselves as to where to play, and who and what to play with. They confidently adapt their environment to successfully achieve their aims. Children learn to use equipment to meet their needs very effectively. They independently use bottles of water and soap to wash their hands, showing a clear understanding of personal hygiene. They show a great respect for each other when using the outdoor toilets by giving each other privacy and dignity.
- Staff work tirelessly to support children's transitions to other settings. They develop positive communication with schools and provide children with information about the schools to support their confidence to attend full-time education. They show a deep respect for parent's choices as to whether to defer their school attendance or to home school their children.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a very good understanding of how to promote the ongoing safety of children. They have robust knowledge of procedures to follow if they have a concern about a child in their care. They are very aware of the signs and symptoms of child abuse. Children play safely, freely exploring their play environment. This is because staff and management complete thorough risk assessment themselves and through the additional use of specialists. Effective procedures are in place to protect children from other users of the woods, working in partnership with dog owners and horse riders to provide a safe environment for both children and other

users. This also help children to form an understanding of community.

Setting details

Unique reference number	2502061
Local authority	Kent
Inspection number	10194381
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 5
Total number of places	25
Number of children on roll	41
Name of registered person	Forest Kindergarten LTD
Registered person unique reference number	RP516706
Telephone number	07718896919
Date of previous inspection	Not applicable

Information about this early years setting

Forest Kindergarten registered in 2018. It operates from a privately owned wooded area in Ide Hill, Near Sevenoaks, Kent. It is open term time only, Monday to Friday, from 9am until 2pm. The setting employs 10 staff who work with the children. Of these, four are qualified to level 6, and three are qualified to level 3. The setting is in receipt of funded places for three- and four-year-old children.

Information about this inspection

Inspector

Claire Parnell

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation during snack time.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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