

# Inspection of Natural Wonder - Earlywood

Earlywood Scout Campsite, Bagshot Road, Ascot SL5 9JP

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Inspection date: 25 September 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

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

### **The provision is good**

Since the last inspection, leaders and managers have reviewed their safeguarding procedures. Recent training has ensured that all staff and volunteers understand the correct procedures to follow if there is a concern about a child or adult. Staff are confident about signs that could indicate a child is at risk of harm or abuse and the agencies they would report this to. Suitability checks have been completed on all staff and volunteers to ensure they are suitable to work with children.

As children arrive, they happily greet and chatter to their friends, excited about their day at the forest school. Staff know the children well and strategies are planned with the help of parents to support children's individual needs. Staff recognise each other's strengths and use these to provide planned activities for children. For example, staff with an interest in music and singing plan sessions for the children to take part in.

Children are confident learners. They choose from adult- and child-led activities. Staff have high expectations for children's behaviour. Morning 'fire circle' sessions reinforce the rules of the setting and the reasons these are in place. For example, tape on trees clearly shows the boundaries for children's areas. Staff use visual prompts to support children's understanding, and children confidently speak about why the rules are in place. As a result, children know what is expected of them and behave well.

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

- Leaders and managers regularly review the curriculum and how it is implemented. It is adapted to meet the needs of the children attending. Observations and assessments inform staff of children's individual needs, which are then used for planning. This means children make good progress. Staff and volunteers communicate through regular meetings. For example, recent meetings reinforced knowledge about safeguarding practices and clarified procedures that need to be followed.
- Staff regularly evaluate the forest school. At the end of the day, children are encouraged to feed back about what they have learned and what they enjoy. This enables staff to plan future activities effectively. A choices board has been introduced so children can choose what they would like to do throughout their day. This encourages children to make choices for themselves and helps them to engage for longer periods of time during activities.
- Children's communication and language is supported well. Staff talk to the children about what they are doing and ask questions to extend their thinking. Children are introduced to new words during activities and discuss the meanings. Younger children enjoy listening to stories read to them by older children.

- Staff support children's personal, social and emotional needs well. They recognise and gently guide children when they need encouragement to join in with group times. Staff successfully organise group activities and one-to-one time. These help the children to build confidence in new social situations and form friendships with others. Staff recognise when children struggle to regulate their emotions and support them well. For instance, quiet areas have been created for children to use should they feel overwhelmed.
- Mathematics is implemented through planned activities and during children's play. For example, children helping to prepare snacks count how many slices of the roll they need to cut. Staff discuss this with them, and children decide they need to cut the roll in half and then each half needs to be cut in three. Children show a good understanding of simple mathematical concepts.
- Overall, staff encourage children to problem-solve. For example, children use spades to clear mud and sticks from the water ditch. Older and younger children work well together to complete this task. However, at times, adults are quick to find solutions for the youngest children. This means that children are not always able to use their critical thinking skills to problem-solve.
- Children have ample opportunities to be physically active. The environment is used well, and children continuously build on their physical skills. For example, children balance as they climb in and out of hammocks and climb trees.
- Staff supervise children while they chop wood. Children then expertly build a fire, and with support, light it to toast buns for their snack. Staff provide hand drills for children to make holes in conkers so they can make necklaces and 'conker people'. This helps children to understand how to manage risks for themselves.
- Effective strategies are put in place to support children with special educational needs and/or disabilities (SEND). Staff work closely with parents to meet the needs of children. Effective communication means children are provided with consistency. This supports all children to make good progress.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

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

- strengthen support for younger children to problem-solve independently.

## Setting details

<b>Unique reference number</b>	2652772
<b>Local authority</b>	Windsor and Maidenhead
<b>Inspection number</b>	10348763
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	4 to 8
<b>Total number of places</b>	15
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	The Natural Wonder Project CIC
<b>Registered person unique reference number</b>	2652770
<b>Telephone number</b>	07810810225
<b>Date of previous inspection</b>	17 April 2024

## Information about this early years setting

Natural Wonder - Earlywood is based in Ascot, Berkshire. The setting is open Monday and Wednesday, between 9.30am and 3pm, term time only. There are currently three employed members of staff working with children, two of whom have qualified teacher status. There are also four unqualified parent volunteers who work alongside staff. The setting accepts funding for four-year-olds.

## Information about this inspection

### Inspector

Nicky Butler

## Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with SEND.
- The manager provided the inspector with a sample of key documentation on request.

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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