

Inspection of Forest House Day Nursery

Pinehill Road, Bordon, Hampshire GU35 0BS

Inspection date: 18 August 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy, settled and enjoy their time at the nursery. They show a positive attitude to their learning. Children enjoy the company of their friends and demonstrate that they feel safe and secure. They know the routines of the day, behave well and learn to share and take their turn with the toys. Older children demonstrate their independence skills as they move around the nursery with confidence and ease. Younger children have lots of fun as they play with foam and sand. They explore different textures and use tools, such as spades and scoops, to dig. Babies show that they are emotionally secure in their attachments with staff as they smile and look to them for reassurance. They enjoy the time spent with staff and older toddlers, singing rhymes, giggling and wriggling with delight in time to the songs.

Children, including those in receipt of additional funding, develop well in all areas of learning. They enjoy a range of experiences that support their individual interests. For example, a fascination with gardening has led to the nursery chef creating a weekly gardening club. Children are learning about staying healthy. They learn how things grow and where food comes from as they grow their own tomatoes. They tell visitors they need to 'stay hydrated', as they fetch their water bottles.

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

- Changes made to arrival procedures, due to the COVID-19 (coronavirus) pandemic, mean that parents no longer go inside the nursery. Staff have successfully supported children to adapt to this change in routine. As such, children enter happily with confidence. Staff ensure continuity of care as they greet their own key children. They make time to talk and share essential information with parents and carers, who feel included in their child's day. Parents speak highly of their children's key staff and comment that their children love attending the nursery.
- Staff join in the children's play. They make observations of children's interests and achievements and use this information to sequence the next steps in their learning. However, on occasions, staff do not always make the most of the spontaneous opportunities that arise to extend and challenge children's learning.
- Children benefit from many opportunities to develop their literacy skills. Babies cuddle into staff when they read a story. They listen intently and look at the pictures in the book. Toddlers make marks in paint and gloop with tools such as brushes and toy cars. Older children learn to recall favourite parts of a story. They move through a sensory trail that reflects the pages in the book, acting out well loved tales. These skills will help children with later learning, such as reading and writing.

- Staff find out information about children from their parents when they first start attending the nursery. Since the pandemic, senior managers have redesigned their induction pack to ensure they have information that helps support the whole family. They enquire about the experiences children have at home to aid their future learning.
- Children with special educational needs and/or disabilities are fully supported to access the curriculum. Staff ensure children are quickly identified and are actively involved in working with parents and other professionals to develop learning plans. As such, children are making progress from their starting points.
- Children enjoy fresh air and exercise as they play outside. They have plenty of opportunities to develop their large muscle movements. For example, they play football and climb the slide. However, staff do not always provide children with a rich range of resources, that reflects the curriculum, to enhance their learning in the garden.
- Children are very well behaved and are learning to take turns and share. They are kind to one another. Children are persistent and try hard to succeed. Staff foster an atmosphere that is affectionate and caring, and children follow their example. Children learn about each other's similarities and differences, through photos and displays. However, there are not enough opportunities for younger children to consistently learn about the wider community.

Safeguarding

The arrangements for safeguarding are effective.

The manager places a high priority on making sure that children are safe, and this is well managed throughout the nursery. Staff complete online training and their knowledge of child protection is regularly updated and refreshed. Staff know the signs and symptoms to look for which may indicate a child is at risk. They understand the procedures to follow should they have any concerns about a child's welfare. The manager conducts safer recruitment procedures and checks that staff remain suitable in their roles. Senior management have ensured there is an extremely robust induction process that new staff complete to confirm their suitability to work with children.

What does the setting need to do to improve?

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

- build on the good teaching already in place to help staff recognise when to seize opportunities to challenge and extend all children's learning so that they consistently benefit from the very best experience
- enhance the range of resources in the garden to provide children with richer, more varied experiences to explore and investigate when outdoors
- provide more opportunities for children to develop their understanding and

awareness of their own cultures and backgrounds and those of others in the community and wider world.

Setting details

Unique reference number	2503199
Local authority	Hampshire
Inspection number	10194393
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	110
Number of children on roll	77
Name of registered person	KZAR Childcare Limited
Registered person unique reference number	RP528488
Telephone number	01420489417
Date of previous inspection	Not applicable

Information about this early years setting

Forest House Day Nursery registered in 2018. It is one of four nurseries run by Kzar Childcare Limited. The nursery is based in Bordon, Hampshire. The nursery is open from 7.30am until 6.30pm Monday to Friday for 51 weeks of the year. There are 16 staff including the full time chef. Of these, 14 hold relevant qualifications from level 2 to level 6. The nursery is in receipt of free early education funding for children aged two, three and four years.

Information about this inspection

Inspector

Nina Lambkin

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector and the manager completed a learning walk across all areas of the nursery to understand how the early years curriculum is organised.
- The inspector observed staffs' interactions with the children during indoor and outdoor activities, and assessed the impact this has on the children's progress and achievements.
- A meeting was held between the manager and the inspector. She reviewed a variety of documents, including qualifications, first-aid certificates and policies.
- The inspector spoke with staff, children and their parents at appropriate times throughout the inspection. She took account of their views.

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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