

# Inspection of Wild Tots Forest Kindergarten

Grammarcombe Woods, Ashcombe, Exeter EX7 0QE

---

Inspection date: 18 January 2023

---

## **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 thrive at this setting. There is a well-focused curriculum that enables staff to provide excellent activities that build very successfully on what children need to learn next. Staff are knowledgeable in resourcing the environment to fully challenge the children and extend learning. Children engage in activities that develop curiosity and investigative play. For example, children excitedly play with walnuts and snow, concocting potions. They eagerly run to the water butts to add to their potions and keenly mix the ingredients. The children squeal with delight as they observe the snow melting.

Children readily explore their self-chosen activities with confidence and excitement. Staff ensure that the outdoor environment is engaging and helps children to solve problems with confidence. For example, staff place barrels and tree stumps close to the climbing net and children negotiate their path to find an approach that suits them. When a barrel is covered in thick snow, children solve the problem of slipping. They seek a branch and use it to remove the snow from the barrel and then tentatively climb. They clap to themselves in celebration of their success. The indoor environment is warm and ensures that children have a cosy place to retreat to when needing a rest from exploring. Children remove their outdoor-weather clothes and have snack. Children enjoy sitting with friends and chat animatedly. Staff share story books with such passion and excitement that the children are enthralled. Children enjoy an environment that is impressively full of language. They frequently hear new words from staff, such as 'glistening' and 'compacted' as they discuss the snow.

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

- Children and staff have great relationships with each other that fully support learning and development. There is clearly real mutual trust and respect as the children seek out others to share in the enjoyment of their discoveries. For example, children shout with glee for staff to see the bare patch of ground under a tree. They say, 'come and see, the tree has protected this place'. Staff show warmth and understanding and strive to ensure that they meet every need of every child. Children feel safe and secure in the environment, and they flourish in their play.
- What children know, understand, remember and recall is excellent. Staff provide an environment that is very inviting and builds on children's interests and needs. Children are excited to interact with staff and learn. Staff are sensitive to ensuring that fleeting learning experiences are maximised, such as the learning gained from exploring the falling snow. This ensures that progress in learning and development is enhanced.
- Partnerships with parents are excellent and impact positively on the learning and

development of children. The setting is very supportive of families. Parents feel that staff know their children very well and that children make 'lots of progress'. Parents speak with enthusiasm about the staff's interactions with their children. Parents find that staff are swift to share children's next steps in learning with them, which enables them to fully support learning at home.

- Staff are commendable role models, and children mirror the behaviours shown. Children display superb behaviour and are consistently kind and considerate of each other.
- Children show tremendous levels of independence. The staff skilfully support children to dress and undress from all-weather clothes. They value and encourage children's efforts in independence, and only offer physical support when needed. This results in resilient children who demonstrate a will to succeed unaided.
- The staff are passionate about the care they provide. They continually reflect on their provision. This helps children to receive access to very varied and engaging learning experiences. The manager values and celebrates the knowledge of staff, while ensuring that they can access support and training that will further enhance their skills. For example, the manager is supporting an apprentice to gain a higher level of forest school accreditation so that they can further support the needs of children.
- Children are superbly prepared for their next stage of learning. Their ideas are carefully listened to and sensitively responded to by staff. Children are self-motivated learners.
- Children understand the importance of a healthy lifestyle. Staff talk with the children about the benefits of being in the fresh air, having exercise, and the importance of learning from the changes in nature during the seasons.

## Safeguarding

The arrangements for safeguarding are effective.

The setting has an effective culture of safeguarding. Staff have up-to-date training and show an excellent understanding of their role in protecting children from harm. Staff are fully aware of the hazards that they must be particularly aware of in their outdoor setting. Staff have an excellent knowledge of the indicators that may show that a child is at risk of abuse. They know how to respond appropriately to these signs and how to report concerns. Staff understand that it is everyone's responsibility to keep children safe.

## Setting details

<b>Unique reference number</b>	2614870
<b>Local authority</b>	Devon
<b>Inspection number</b>	10264510
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 5
<b>Total number of places</b>	16
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Wildlings Forest Kindergarten Partnership
<b>Registered person unique reference number</b>	2614872
<b>Telephone number</b>	07961 070887
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Wild Tots Forest Kindergarten registered in December 2020. It operates from Grammarcombe Woods on the Ashcombe Estate, near Exeter. The setting is open from 9am until 3pm, Tuesday to Friday, during term time only.

## Information about this inspection

**Inspector**  
Shirley Evel

## 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 and inspector completed a learning walk together of all areas of the provision and discussed the early years curriculum.
- Children spoke with the inspector during the inspection and told her about their time at the setting.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023