

Inspection of Kinda Forest School

Kali Wood, Beccles Road, Holton, Halesworth IP19 8NQ

Inspection date:

7 February 2023

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

**This
inspection**

Met

Previous
inspection

Not applicable

Summary of key findings

This provision meets requirements

- The forest school manager demonstrates that at the heart of this provision is an overarching mission to promote equality, inspire kindness and promote a child-led curriculum. She explains her intention to support children's social and emotional well-being. She describes how, through enabling children to challenge themselves and take appropriate risks, they develop resilience, perseverance and self-esteem. Children learn about the natural forest school environment and the importance of looking after and sustaining it.
- The forest school manager explains how she helps children to build positive relationships with peers and the team. For example, through building a den together or helping each other to make a swing from a tree, children learn to take turns and accept the needs of others.
- Throughout the inspection, the forest school manager explains how she intends to maximise children's learning in the naturally invigorating environment. She describes how a key-person system facilitates this. Members of the team aim to get to know individual children well. They support children to develop independence and to manage their personal needs, for example through offering meaningful praise and the right level of support.
- The forest school manager explains how the team enhances children's deeper learning by using natural materials and other age-appropriate resources, such as books, to spark imaginations and support communication and language development. The team will extend and reinforce children's ideas through interactive play and prompting thoughtful discussions. For example, children may be playing with sticks, which then become a counting game. In contrast, the sticks may become a magic wand and children's imaginations can be promoted.
- The forest school manager shows that she is passionate about collaborative working with parents and other settings children attend. She explains how a holistic viewpoint of individual children from the start enables activities and learning environments to be planned effectively, supporting next steps in children's learning. Members of the team demonstrate that they know how to use assessment to track progress and identify any gaps in learning. They explain how they plan to support parents in building on their children's learning, for example through sharing assessments and daily updates.
- The forest school manager and the team explain in depth their knowledge of recognising the signs and symptoms of abuse and/or neglect and what to do if there is a concern about a child in their care. They demonstrate secure and up-to-date knowledge of wider issues, including grooming and exploitation.
- The forest school manager and the team confidently explain how they will use robust risk assessments, alongside safeguarding procedures, to ensure individual children's welfare and safety. The forest school manager explains there is a high ratio of staff to children, and she demonstrates clear boundaries of where children can play. All of the team demonstrate a sound understanding of safeguarding procedures and how they plan to teach children to understand

these. For example, regular emergency drills will take place so children understand that when they hear a whistle, they have a designated meeting point.

There were no children in the early years age range present when this inspection took place. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. Where there are no early years children present, no judgement is made on the quality of the early years provision as there is no reliable evidence on which to assess its impact on children. The report states whether the provider continues to meet the requirements of registration.

Setting details

Unique reference number	2619894
Local authority	Suffolk
Inspection number	10276038
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	7 to 12
Total number of places	25
Number of children on roll	35
Name of registered person	Kinda Education C.I.C
Registered person unique reference number	2605840
Telephone number	07776117671
Date of previous inspection	Not applicable

Information about this early years setting

Kinda Forest School registered in 2021. It is located in a private woodland and operates predominately in an outdoor environment. The setting is centered around the principles of kindness, forest school and permaculture. It employs 15 members of childcare staff who hold a variety of appropriate early years qualifications, including three who hold qualified teacher status. In addition, staff hold forest school qualifications at levels 2 to 3. The setting is open from Monday to Friday, during term time. Session times vary dependent on the time of year and are between 8am until 6pm. The setting also offers 'Family Saturday' sessions.

Information about this inspection

Inspector

Louisa Taylor

Inspection activities

- This was the first routine inspection the provision has received since the COVID-19 pandemic began. The inspector and the forest leader discussed the impact of the pandemic, and the inspector has taken that into account in their evaluation of the provision.
- The forest leader and the inspector completed a learning walk together to discuss their intention for children's learning. The forest leader showed the inspector the resources and the areas of the forest that are used. She discussed in depth with the inspector how she ensures they are safe and suitable.
- The inspector viewed evidence of the suitability of persons directly working with children, including volunteers. She also viewed other relevant documents.
- The inspector asked the forest leader and other childcare staff questions throughout the inspection, to establish their understanding of how to safeguard children.
- The inspector discussed with the forest leader and other childcare staff how they implement the curriculum and support all children to make progress, including how they intend to plan, observe and assess children in their care.

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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