

Inspection of Little Forest Folk Fulham

Fulham Palace House and Gardens, Bishops Avenue, London SW6 6EA

Inspection date: 11 June 2025

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 enjoy attending the forest school. They separate easily from their parents and carers as staff know children well. Staff support children's learning through developing their interests. Children feel happy and safe. They are eager to share what they like and enjoy. They know that staff listen to them and provide activities that reflect their interests. Staff support children to try new things, and guide them by recalling what they know children like and enjoy doing. Children build confidence and are eager to join in discussions with staff. They recall and share the rules of the forest school. Staff are responsive to children as they know them well. The key-person approach is embedded into practice.

Staff use their observations to monitor children's progress via an online app. Staff prepare and share a daily blog and weekly newsletters. They use parents' evenings and daily handovers to ensure that parents are fully aware of what children are doing. Children's behaviour is good. They learn to be highly respectful members of the community. Staff teach children to respect the environment, such as children learning how to keep it clean and tidy. For example, staff discuss what would happen if all children picked a flower. Children go litter picking and help to re-open local footpaths that have become overgrown. They talk highly of how they stamped on the weeds to help prepare the land. Children use this knowledge to investigate nature, explore and name plants and develop their learning. They show great pride in their time at the forest school. Parents comment on how their children bring this learning home.

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

- Key persons use information shared by parents to get to know and build relationships with children. Children who require extra help or those children with special educational needs and/or disabilities are well supported. Staff work together with parents and other professionals to incorporate support strategies into daily activities. This helps all children to make good progress.
- Staff enable children to try for themselves. For example, children sit on a step to put their shoes on. They offer children verbal guidance, reassurance and praise for having a go. Staff reinforce that children can ask for help if needed. However, children persevere to complete tasks for themselves. For example, young children place their jackets on the floor and flip them over to put them on. Children are very proud of what they can do.
- Children eat well. Staff ensure that the preparation for snacks and meals is a social time. Children discuss what they are going to eat and how hungry they are due to 'all the energy they use up' as they line up to take their turn to wash their hands. Staff do not provide opportunities for children to learn to serve their own food when in the forest. Although staff ask children which foods they would

like, this is not done consistently. This does not fully support children's developing independence.

- Staff work extremely well together. They know all children and share the same vision for a child-centred approach. Staff follow children's interests and negotiate with colleagues when children want to explore. Staff quickly work out between themselves who will complete what tasks. Occasionally, staff discuss practical tasks rather than maintaining focus on supporting children's learning, meaning that some children sometimes become distracted.
- Children are well behaved. They share and take turns with minimal support. Staff respond quickly to children's interactions with them. Staff support children to develop good communication skills. For example, they leave pauses in familiar songs and rhymes for younger children to join in. Older children are confident speakers. Staff model language and develop opportunities for all children to join in and turn take during activities. Children develop back-and-forth conversations.
- Children spend most of the day outside. Staff prepare the 'camp' area prior to children arriving on the site. Children recall the rules to leave flowers and plants for everyone to enjoy. They watch insects but understand they must be left in their natural environment. Children stay within the area of the rainbow ribbons. Children are very aware of how to stay safe.
- Parents share how their children settle quickly and enjoy attending forest school. They feel children develop their independence and are good communicators due to the outdoor experience. Parents explain how older children have quickly settled into forest school and are well prepared for their next stage in learning.
- Leaders are approachable and supportive to staff. Staff have regular time together to plan activities to support children's next steps in learning. They have supervision sessions and regular team meetings to share ideas and develop their practice. Staff have opportunities to attend face-to-face and online training.

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:

- provide children with further opportunities to be independent during mealtimes in the forest
- further develop staff's good interactions with children to consistently maintain focus on supporting children's learning and engagement.

Setting details

Unique reference number	2732104
Local authority	Hammersmith & Fulham
Inspection number	10397280
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	28
Number of children on roll	28
Name of registered person	Little Forest Folk Ltd
Registered person unique reference number	RP901380
Telephone number	07717500291
Date of previous inspection	Not applicable

Information about this early years setting

Little Forest Folk Fulham registered in 2023 and located within the house and grounds at Fulham Palace House and Gardens in the London Borough of Hammersmith and Fulham. The forest school operates all year round, from 8am to 6pm, Monday to Friday. It provides government-funded childcare. There are 11 staff employed in the forest school. Of these, six staff hold qualifications at level three or above.

Information about this inspection

Inspector
Bernie Dunne

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the forest school and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation of staff delivering an activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the forest school.

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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