

Inspection of MNS Kids Ltd T/as Turville Forest School Nursery

Turvill Village Nursery, School Lane, Henley On Thames RG9 6QX

Inspection date: 23 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy, confident and keen to learn at this small and nurturing nursery. Staff greet children warmly with cuddles and smiles, and children generally separate from parents with ease. Staff get to know the children well and ensure that children's preferences are considered when planning. For example, when children express an interest in pirates, craft activities involving making treasure maps are introduced to the group.

Leaders and staff use daily routines to help promote children's self-assurance and good social and emotional skills. Children benefit from these and clearly feel a sense of belonging at the nursery. They freely explore their surroundings, accessing resources that spark their interest and readily asking staff for help if it is required.

Children's independence skills are well supported. Older children know where to put their belongings and how to change their shoes, and they serve themselves fruit during snack times. Children behave well. Staff teach children to use good manners and to be helpful towards adults and peers alike. For instance, when building tricky magnetic towers, children assist their friends by helping structures to balance. Children develop a love of outdoor learning. Babies enjoy exploring textures in sand and water when playing in the separate baby garden, while older children delight in manoeuvring ride-on toys around the spacious playground area.

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

- Leaders sequence the curriculum so that children explore, practise and learn as they move through the three rooms at the setting. Over time, staff help children to develop skills, such as taking responsibility for their own belongings and taking care of personal hygiene routines, in readiness for school.
- Staff understand the provider's curriculum aims and assess children's progress from their starting points. They ensure that activities consider children's interests and stages of development. However, at times, staff do not always build on what children already know and can do. For instance, sometimes they do not recognise when to introduce new information and topics, rather than repeating what children already know. This does not fully inspire and motivate children to learn more.
- Children enjoy a balanced diet of healthy snacks and meals that are freshly prepared on site each day. Stringent procedures in place ensure excellent levels of hygiene and that all dietary needs are met.
- Communication and language skills are supported well. Staff model ambitious language and take time to explain new words or phrases. For instance, when discussing lengths of time, staff explain what is meant by the phrase 'shortly' at an age-appropriate level. Children learn to widen their vocabulary and use newly

learned words appropriately.

- Staff are clear of their expectations of children's behaviour. They gently remind children of expected choices, such as turn taking when opening flaps in a book or sitting nicely during group time. Children are respectful of others and the environment. This is evident when children happily complete tasks including clearing their plates at lunchtime and sweeping the floor after messy activities.
- There are ample opportunities for children to develop their physical skills. Children relish in opportunities to dig in sand pits, explore in water play, and run and climb in the wooded area. Fine motor skills are developed through staff teaching children to scoop play dough noodles with spoons and to hold and use fine paintbrushes effectively to create pictures of sea creatures.
- Leaders and staff ensure that the nursery is accessible for all children. Swift referrals to other professionals for advice are in place when appropriate. Specific adjustments for children with special educational needs and/or disabilities are in place. For instance, staff have developed a sensory room with calming resources to help children regulate their emotions when feeling overwhelmed. However, staff do not consistently include planned activities that celebrate cultural diversity. Consequently, children are not being given regular opportunities to gain a full and wide understanding of people beyond their own community.
- The key-person system is effective. Babies regularly check in with their key person for cuddles and reassurance, and staff ensure that all key children are known incredibly well. Staff use this information to adapt activities to help with engagement. For instance, when building towers, dinosaurs are added to ensure that children remain engaged.
- Partnerships with parents are strong. Parents value the communication and information they receive about their children. Staff help parents to support their children's learning and development at home. Staff keep families up to date with children's progress verbally and through written reports.
- Leaders offer good opportunities for staff to receive ongoing training, supervision and support. Staff report that workloads are manageable and that they feel very well supported.

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 activity planning to more effectively support children to continually build on their knowledge and skills

- support staff to further promote children's curiosity and understanding of people and communities beyond their own.

Setting details

Unique reference number	EY490939
Local authority	Buckinghamshire
Inspection number	10398110
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	0 to 4
Total number of places	36
Number of children on roll	41
Name of registered person	MNS Kids Limited
Registered person unique reference number	RP534087
Telephone number	01491638071
Date of previous inspection	3 October 2019

Information about this early years setting

MNS Kids Ltd T/as Turville Forest School registered in 2015. The nursery is located in Turville, near Henley-on-Thames, Oxfordshire. During the summer holidays, the nursery operates from Turville Village Hall in Northend, Oxfordshire, which is a separate registration. The nursery opens each weekday from 7.30am to 6pm. There are 10 members of childcare staff. Of these, one holds early years professional status and six hold appropriate childcare qualifications at level 3. There is also a qualified forest school leader. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Zoe Abraham

Inspection activities

- The inspector observed the quality of education provided and assessed the impact that this is having on the children's learning.
- The manager and the inspector completed a learning walk to gain an understanding of how the early years provision and curriculum are organised.
- The inspector and the manager carried out a joint observation and feedback was shared and discussed.
- The inspector reviewed a sample of relevant documentation, including paediatric first-aid training. The inspector discussed with leaders how they evaluate the setting and plan for future improvements.
- Parents shared their views on the setting with the inspector through verbal and written feedback. The inspector 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2025