

Inspection of Wilderness Club

Hampton Wick Infant School, Normansfield Avenue, Teddington TW11 9RP

Inspection date:

18 July 2024

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

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

The provider and staff provide a welcoming and rich environment that encourages children to explore the natural world and connect with themselves. Staff build strong relationships with the children and get to know them well. They use this knowledge to tailor experiences to meet children's individual needs and follow their interests.

Staff encourage children to be confident and try new things. The safe woodland environment provides children with incredible open-ended opportunities, where they can develop their problem-solving skills and imaginations. For example, children delight in exploring the digging area, where they pretend they are doing road works on the path. They also learn about nature and the animals that live in the woodland. For instance, they come across an ants' nest and eagerly observe what they ants are doing. Throughout, the staff and children give each others reminders about not going too close or touching the ants.

Staff provide children with a wide range of opportunities to develop their physical skills and gain an understanding of risk. For example, children use a kindling cracker to make wood for a fire. They later learn how to make a fire safely. Staff are deployed effectively and ensure the site is safe and secure before each session. Children also learn the rules of the woodland site and confidently explain them to their friends.

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

- Children are happy and confident and have lovely relationships with staff. They are happy to see staff when they arrive and want to share their news.
- The provider and staff have good relationships with parents and keep them up to date with what their children are doing at the club. Parents comment on how happy their children are and how much the staff support them and meet their individual needs.
- The provider and staff regularly reflect on their practice, looking at what is going well and what could be improved. They collect feedback from parents, children and other professionals to support their development. For example, following recent feedback from the children, they are raising money to improve the toilets in the woodland.
- Staff are well supported by the provider. They attend daily meetings and regular supervisions and are given opportunities to strengthen their practice through professional development. For example, staff are completing their level 3 forest school training and have recently attended behaviour managing training. This has had a positive impact on their confidence in dealing with challenging situations.

- The staff have good relationships with the schools attached. They invite teachers to the club to see what forest school is and develop their understanding of what children do when they are here. Staff share information with the teachers to support consistency in children's learning and care.
- Staff teach children how to manage good hygiene routines. For example, children confidently wash their hands using a portable shower before snack times and understand the importance of this.
- Staff manage children's behaviour effectively. They are good role models for positive behaviour and offer children opportunities to calm down in the hammocks in the forest. Staff know the children well and what strategies to use to support them. As a result, children are well behaved and kind and considerate to each other.
- The provider and staff support children with special educational needs and/or disabilities well. They work closely with the schools and parents and provide additional support, when needed, to ensure all children's needs are met.
- Staff encourage children to be creative and provide a new art activity for each session. For example, children concentrate as they use a range of media to create insects on small wooden discs. They talk about what they are making and what they need to staff and express their ideas confidently.
- Staff support children in developing relationships with each other. Children engage in a lot of group play and take on roles. However, at times larger group times are not organised as effectively as possible.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2780491
Local authority	Richmond Upon Thames
Inspection number	10353158
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	5 to 11
Total number of places	30
Number of children on roll	70
Name of registered person	Brilliant Play Solutions CiC
Registered person unique reference number	2748822
Telephone number	07891669854
Date of previous inspection	Not applicable

Information about this early years setting

Wilderness Club registered in 2023 and is based in the London Borough of Richmond. The club is open from 3.15pm to 5.15pm, Tuesday, Wednesday and Thursday during term time. The club also opens during the school holidays from 10am to 2pm. There are four members of staff that work with the children.

Information about this inspection

Inspector

Becky Phillips

Inspection activities

- The manager and inspector completed a learning walk to gather information about how the provision is organised.
- The manager carried out a joint observation with the inspector.
- The inspector spoke to staff and parents at appropriate times during the inspection and took account of their views.
- The inspector spoke to the provider/manager about the leadership and management of the setting. Relevant documentation was viewed.

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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