

Inspection of Dandelion Education Ltd

Dandelion Education Ltd, Norfolk Farm Venue, Potash Lane, Hethel, Norfolk NR14 8EY

Inspection date:

5 September 2025

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 flourish in this nurturing and responsive outdoor setting. Staff take a highly individualised approach to settling children into the setting. Staff are warm, gentle and patient. They develop secure attachments with children. This helps children to feel safe and secure. Staff are highly attuned to children's individual needs. They treat children with deep respect and value their contributions.

There is a strong focus on promoting children's emotional well-being. Staff use emotion cards to support children to recognise and express complex feelings, such as confusion and frustration. Staff teach children to listen to others, respect different viewpoints and understand the concept of consent. Staff model outstanding behaviour. Children are extremely kind and respectful. They develop meaningful relationships with others.

A bespoke 'philosophy' ethos underpins the curriculum. Staff encourage children to think critically and solve problems. Children engage in rich discussions, such as whether monkeys lay eggs and how to use a pulley system in the trees. This helps to develop children's curiosity and reasoning skills. Staff are passionate advocates for inclusive practice. They swiftly identify children with special educational needs and/or disabilities (SEND). Staff work in close partnership with families and professionals to provide targeted support. All children make excellent progress in their learning and development.

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

- Staff provide excellent support to help children to understand and manage risk. Children actively participate in risk assessments. They check gates, trees and the firepit. Children think about the dangers these pose and how to minimise the risks. Staff teach children songs to reinforce safe behaviours, particularly around the fire and hazards, such as fungi. They ask children to consider whether they feel safe. Children demonstrate a strong understanding of how to keep themselves and others safe.
- Staff foster children's independence, resilience and confidence. They nurture children's creativity and independence through hands-on experiences. Children design and create their own toys. Staff support children to draw their design and think about the resources they might need. They reinforce the safety protocols children need to follow. Children competently use tools, such as hammers and drills, demonstrating good coordination and focus. They gain a huge sense of achievement and proudly share their creations with their peers and adults.
- Teaching is consistently outstanding. Children are deeply immersed in their learning. Attentive staff support children to learn, adapting their approach to meet children's needs. At mealtimes, children wash their hands thoroughly and

discuss with staff the impact of germs on their bodies. Staff and children cook pancakes on the fire and discuss nutrition. Children demonstrate a thorough knowledge of food groups, such as carbohydrates and proteins.

- Support for children's communication and language is a key strength in the setting. Children are captivated when watching staff tell a story using sign language, facial expressions and props. This develops children's focus and attention. Younger children enjoy group stories and develop their speech, while older children go on 'sound hunts' to help them to develop their early literacy knowledge. Staff teach children how to use books effectively, thinking about the blurb, deciphering pictures and predicting what will happen next.
- Parents and carers say that the setting has changed their children's lives. They marvel at the significant progress their children have made with their emotional awareness, communication skills and risk management. Parents feel respected and empowered and many choose to keep their children in the setting for their Reception year. Staff ensure that children are well prepared for the next stage of education. They work with local schools to provide children with a smooth transition.
- Leadership and management are inspirational. Leaders hold strong values about early education, which they embed across the staff team. They provide staff with a detailed handbook, which ensures there is consistency of practice across the setting. Leaders provide exceptional support for staff through induction and ongoing supervision sessions. They promote a reflective culture. Staff are open to feedback and committed to continuous improvement. They feel very well supported and are keenly motivated to continue developing their skills and knowledge.

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	2729375
Local authority	Norfolk
Inspection number	10394729
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 8
Total number of places	40
Number of children on roll	53
Name of registered person	Dandelion Education Limited
Registered person unique reference number	RP534232
Telephone number	07384846319
Date of previous inspection	Not applicable

Information about this early years setting

Dandelion Education Ltd registered in 2023 and is situated in a wooded area on the outskirts of Wymondham. It follows a forest school approach and is one of three Dandelion settings. It is open all year round, from 8am to 4.30pm, Monday to Friday. It employs nine members of staff. Of these, six staff hold appropriate early years qualifications between level 3 and level 6. The setting provides educational provision for children in the Reception year and for home-educated and flexi-educated children aged from five to 11 years. It offers government-funded childcare for all eligible children.

Information about this inspection

Inspector
Tracy Joyce

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector and the deputy manager carried out a joint observation of a risk assessment activity.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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