

# Young Explorers Childcare

Inspection report for early years provision

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**Unique reference number** EY396361  
**Inspection date** 19/01/2010  
**Inspector** Lynne Milligan

**Setting address** Biddulph Road, Chell, Stoke on Trent, ST6 6SW

**Telephone number** 01782577784

**Email**

**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Young Explorer's Childcare took over an existing setting and opened in 2009. The nursery is situated in Chell, Stoke-on-Trent and operates from a two storey building with separate facilities for the after school club. All children have access to a secure outdoor play area. The nursery operates each week day from 7.30am until 6.00pm for 51 weeks a year. Sessions are from 7.30am to 1.00pm and from 1.00pm to 6.00pm. Children can attend for a variety of sessions.

The nursery is registered on the Early Years Register. There are currently 37 children aged from 0 to under 5 years on roll. A maximum of 50 children under the age of eight years may attend the nursery at any one time. The nursery is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The nursery employs 13 members of staff, all of whom hold appropriate early years qualifications. The setting also employs a cook.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Management and staff have begun to assess their practice and have taken significant steps in order to improve outcomes for children. Action plans have prioritised areas for development, with ongoing consultation that involves both staff and parents. The manager's commitment to maintaining the capacity to improve is supported by a team of motivated and caring staff. Inclusive practice is adequately promoted and partnerships with parents and carers are developing well. Policies and procedures are generally well implemented to safeguard and promote children's welfare.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- gain information about who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare). 05/02/2010

To further improve the early years provision the registered person should:

- improve the risk assessment for indoors so that it includes information on who conducted it
- promote children's independence at mealtimes in order to provide opportunities for problem solving and ensure the system used to provide fresh drinking water for younger children is reviewed to minimise the risk of

- cross infection
- develop the observation system in place to clearly identify key objectives for children's learning and development, including clear evaluation for whether targets are met and how this links to the planning.

## **The effectiveness of leadership and management of the early years provision**

Children are adequately protected as staff have a sound understanding of child protection procedures. A detailed safeguarding policy is in place which is regularly reviewed and updated to ensure it meets the requirements of the Early Years Foundation Stage. Children are safe in the setting due to regular risk assessments that cover both indoors and outside, in addition to any visits and all equipment. Daily checks ensure each room is safe. However, the risk assessment for indoor areas are not signed. Induction procedures are effective and ensure new staff and students are familiar with the setting's policies and procedures. This enables them to sufficiently implement them into everyday practice. Staff records reflect their suitability to work with children, with ongoing appraisals to monitor practice. Most required documentation, policies and procedures that promote children's health, safety and wellbeing are in place but information about those parents with parental responsibility or legal contact are not gained for all children. Regular emergency evacuation practices are carried out to ensure children understand the procedures to follow in the event of a fire in the setting.

The process for self evaluation has begun to identify areas for future improvement, with staff involvement to ensure a holistic and inclusive approach. Comments from parents questionnaires, various meetings and policies and procedures have been used to inform the process and from these key areas for improvement have been identified. The manager demonstrates a clear commitment to improving outcomes for children and places considerable value on this process and those involved.

Staff record daily in children's diaries about their routines and activities and this information is shared with parents when they come to collect their children. There is suitable communication with parents through the use of the notice board, a web site and parents' evening. This ensures parents are kept adequately informed of their children's progress, care and learning.

Furniture, equipment and resources are of satisfactory quality and are age appropriate to support children's learning and development in all areas. Toys and resources are stored at children's levels to promote free choice. As a result, children demonstrate sufficient levels of confidence and independence as they move around in their playrooms with ease.

## **The quality and standards of the early years provision and outcomes for children**

Staff have sound knowledge and understanding of the Early Years Foundation Stage. They make regular, spontaneous observations of children which are

sometimes evaluated to generally indicate where in their learning, they would like the children to progress next. Planning across all of the rooms is basic, with a balance of adult initiated and child led activities on offer. Staff plan for some of the adult led activities but new systems are yet to be effective as they currently do not demonstrate a specific learning intention. As a result, activities are not targeted to meet individual children's needs and are not clearly evaluated in order to inform future planning. In addition, those next steps that have been recorded do not link to the planning, which hinders staff ability to demonstrate progression.

Babies are beginning to develop their physical skills both indoors and outside as they carefully manoeuvre around their room, using child sized furniture to pull themselves up on. Outside they use slides and the soft rubber matting to strengthen their large muscles and increase their balancing skills, supporting their bodies as they play. They are helped to settle in as they become familiar with their surroundings and key person. Staff reinforce key words through everyday play, using imitation to structure children's learning. Toddlers explore rhyming words as they copy the sounds of the bear in the story and how he 'splashes' and 'splashes' in the water. They imitate this as they stamp around the room, making the sounds and connecting real life experiences to what they hear. Children investigate various media as they use their senses to explore gloop, paint, ice and water.

Opportunities for all children to make marks are sufficiently fostered as they use a range of materials to transfer their thoughts onto paper or as they write lists in the role play area. This helps children develop their ability to write for different purposes. Some older children are able to identify letters on a key board as they know what letters are at the beginning of their name and are proud to show them on the inspector's laptop. Children use simple mathematical concepts as they count and recognise numerals in their environment. For example, they count how many wheels their cars have and indicate the direction in which their train will travel. Opportunities for children to develop problem solving skills are sufficiently promoted as they play games to compare and sort coloured bears or as they work out how puzzles fit together. Babies understand that some resources have buttons that make them light up and make noises, whilst toddlers use phones as they babble away, imitating previous experiences. Older children show curiosity on the laptop, understanding the workings of the mouse and how it connects to the cursor on the screen.

Children are beginning to learn about equality and diversity through resources and activities. For example, children wear outfits that include a doctor or fire officer and staff effectively role model as they include all children and adapt practice to meet their needs. All children's work is displayed around the setting to promote their self-esteem and for parents to see what activities their children are involved in. Children's behaviour is adequate as they follow simple instructions and rules and know what is expected of them through firm boundaries applied by staff.

Children's ability to develop a healthy lifestyle is satisfactory. They eat well as the setting provides a varied menu which is prepared by a qualified cook. Children are offered more food if they want it and choose from water or milk, which older children help to pour. However, children's independence is hindered at mealtimes as food is often served for them, with few opportunities for them to problem solve. Fresh drinking water is made available in each of the rooms but in the toddler

room the system to ensure the risk of cross infection is reduced is not effective as children pick up beakers which are not theirs to drink from. All children regularly access the outside area which is now mainly carpeted in rubber matting. Resources are clean and safe, with additional resources brought out to extend opportunities for children, For example, staff set up the ironing board as children iron clothes, adding to their experiences. Safety throughout the nursery has been greatly improved as keep pad systems on main doors and a new, safer entrance has been created. Children are reminded to keep themselves safe as staff explain why they must not run and why it is important to line up before they go out. As a result children are developing an understanding of how to keep themselves safe, knowing their limits and what potential hazards are around them.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met