

# Explorers Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY410681
<b>Inspection date</b>	07/12/2010
<b>Inspector</b>	Karen Scott

<b>Setting address</b>	Priory Children's Centre, Cannon Road, Ramsgate, Kent, CT11 9SQ
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<b>Type of setting</b>	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

Explorers Nursery is one of four nurseries run by the Thanet Early Years Project. It opened in 2010 and operates from the Priory Children's Centre in Ramsgate. There are separate kitchen and toilet facilities and all children have access to an enclosed outdoor play area. The nursery serves families from the local community and surrounding area. It is open each weekday from 8am to 6pm for 50 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 26 children may attend the nursery at any one time. There are currently 50 children aged from three months to five years on roll, some in part-time places. The nursery currently supports a number of children with special educational needs and who speak English as an additional language.

There are nine members of staff who work with the children. All members of staff including the manager hold recognised early years qualifications between National Vocational Qualification level 2 and level 6. There is one member of staff with Early Years Professional Status. The setting provides funded early education for three- and four-year-olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children benefit from playing in a safe and stimulating environment. A dedicated and hard working staff team know the children and their families that they are caring for exceptionally well, planning activities that enable every child to flourish and develop to their full potential. Children benefit from positive interaction with staff who are skilled at extending children's learning. Close relationships with other professionals also help the setting to meet individual needs and promote a shared understanding of children's requirements. The provision's capacity to maintain continuous improvement is outstanding, promoting high quality outcomes for children.

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

To further improve the high quality early years provision the registered person should consider:

- developing the use of observations and planning to differentiate between the different ages in the baby room to ensure that all children are developing in relation to their starting points.

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

All staff have an excellent awareness of safeguarding issues and the procedures to follow should they have any concerns about a child. Policies and procedures are comprehensive and all staff are required to read and digest them. The thorough induction process also helps staff in implementing them consistently. Risk assessments are thorough and robust and any concerns dealt with promptly and appropriately, helping to safeguard children from harm. Children show an excellent awareness of safety issues and how to keep themselves safe, receiving encouragement from staff to adopt safe and responsible practices.

The manager and staff are highly committed to improving their provision and make explicit their vision for the setting's continuous improvement in order to improve outcomes for children. For example, children play in a garden that already provides good outcomes for children and plans are underway to further improve the learning opportunities for children there as staff wish children to benefit from outstanding experiences when outside. Everyone, staff, families, support agencies and children are involved in evaluating the setting. For example, staff develop specific areas of the nursery, giving them ownership and responsibility. Staff and parents write suggestions for improvement on forms that are displayed throughout the nursery and the majority of ideas written down are to improve the environment and experiences for children. Staff's energy and enthusiasm for positive change is infectious. Children plan and review their own activities and their opinions are valued and listened to. All changes are tracked, monitored and analysed to check the impact they have had on the setting and individual children. Consequently, children are benefitting from playing in an ever evolving environment.

Toys and resources are in excellent condition and suitable for the ages and stages of development of the children attending. The rooms are divided into different areas and all children, including babies, make choices about what they play with, helping themselves to toys and resources that are easily accessible. Staff are skilled at knowing when to support children's learning and when to stand back and let them lead their own play. For example, children are writing and posting their own letters using a range of resources from an office area. They lead this play but staff offer support when they have difficulty cutting sticky tape and children learn from this, sharing with other children. Staff are excellent at listening to children and take time to offer explanations and explain consequences such as how the floor will become slippery if glue is spilt on it. Staff are very keen to enhance their skills and knowledge and willingly participate in a range of training opportunities. For example, after discussion with parents and carers the nursery will close for a week as staff participate in training across a diverse range, cascading what they have learnt to their colleagues and the setting. They have access to a library which offers helpful resources to them. The group has recently started peer monitoring which they have found to be a positive experience, sharing ideas for good practice.

Children attend an inclusive setting where their individuality is respected and highly valued. Adults are highly effective in ensuring that all children are well integrated,

working very closely with others to support individual needs. The group participates in children's celebrations, inviting parents and carers to the setting to share different foods with children, for example. Staff have an exceptional knowledge of each child's backgrounds and needs and update their skills, knowledge and working patterns to support families. Consequently, coming to nursery is a positive experience for all that attend. The nursery is highly committed to working in partnership with others and takes a lead role in establishing effective working relationships. For example, they have contacted a local school which many of their children leave to attend in order that they help to make children's transition to school a positive experience. They work very closely with childminders and other settings delivering the Early Years Foundation Stage that children attend alongside their own nursery. They work together to successfully promote children's learning and development. The setting liaises with and works very closely with external agencies to ensure children get the extra support they need. Parents and carers are welcomed warmly into the setting and liaise warmly with staff, sharing information to support children. Children's unique stories are easily accessible to parents and they may look at them and take them home whenever they wish. Through encouragement from staff parents and carers are beginning to add their own input to them. Families are encouraged to take home books regularly and bring stories back to share with the other children. The nursery and the Children's Centre provide tailored guidance and information to support parents and carers and work very closely with them to support their individual family needs. Parents and carers are very supportive of the nursery, participating in sports days and bringing in multi-cultural resources, for example, that they feel will be of interest to the children. Parents and carers know that their views and opinions are valued. They are very well informed about all aspects of their children's well-being and development and are extremely happy with the care and developmental support that their children receive.

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

Children show that they feel safe and secure at the nursery, benefiting from high quality interaction from staff. In turn children willingly approach the staff for support and guidance when they require it as they know it will be given. Children show a mature responsibility for their own and others' safety. For example, they inform staff when the bathroom floor is wet as it could cause another child to slip. They take educated risks when playing on climbing equipment and use a range of tools and equipment safely and competently. Children have ownership of their health and well-being and demonstrate that they are exceptionally well informed about healthy living. They make choices about whether they wish to play indoors or outdoors and do so in all weathers as they have access to weatherproof clothing, for example. Independence is fostered as children are encouraged to put on their own coats, access the toilets and help themselves to drinks of water whenever they wish, understanding the importance of remaining hydrated. Children discuss the effect that playing outside in the cold has on their hands and know how to warm them up by coming inside where the central heating is on and by rubbing them together. Children know to wash their hands before eating, for

example, and staff involve them in discussion about the importance of this. Snack and lunch times are social occasions and children enjoy a range of healthy and nutritious foods. Children participate in discussions about where food and drink comes from. They look inside apples to see the pips that they grow from and talk about the different uses of milk.

Children have settled very well into the setting and this is particularly evident in the baby room where children have been attending for a very short time. Children have formed strong relationships with their peers and the adults at the setting. Children's behaviour is exemplary and staff are good role models. Children are able to access their unique stories whenever they wish and thoroughly enjoy looking at the photographs and revisiting activities they participated in. They are proud of their creations and place artwork in their own folders as they are keen to share it with their parents. Children see positive images around the setting and are helped to understand and value the diversity amongst themselves. Children show high levels of enjoyment and a positive attitude towards learning, including a strong desire to participate and make choices. They are confident and have high self-esteem levels, developing strong skills for the future, playing a full and active role in their learning. Children's understanding of the wider world is modelled through role play where they use real resources to act out experiences.

Each child has their own Unique Story which is a portfolio which travels with them throughout the whole nursery. They contain written and photographic observations which staff use to assess children's development and to plan the next learning steps for them. Planning is thorough and identifies individual children. All areas of learning are given equal value and staff support children's interests when planning. The group evaluates the planning and outcomes for children to ensure that it is effective and meeting children's individual and group needs. Children are making excellent progress through the developmental stepping stones in relation to their starting points. The baby room cares for children up to the age of two years whose needs are differing and planning is being evaluated in order that this is recognised. Children receive lots of praise and positive reinforcement from staff which helps them to have a positive attitude towards learning. All children enjoy looking at books and sharing them with others. They practise their writing and pre-writing skills through play, making and posting greeting cards, for example. Children discuss size and shapes, making comparisons, when using a range of tools and resources to wrap presents. Children explore natural resources such as shells and real fruit, for example, is introduced into the role play area. They care for snails, learning about lifecycles. All artwork is individual to the child that has made it and easy access to a vast range of materials enables children to explore their creativity and a range of textures. Children develop their gross motor skills at climbing apparatus and develop their catching and throwing skills, working together. Children evaluate what they have participated in, sharing their experiences with each other and benefit from participating in a wide range of activities that help them to develop throughout all areas of learning.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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