

The Little Explorers Pre-School and The Little Explorers 2 Pre-School

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare - Non-Domestic

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Introduction

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Description of the setting

The Little Explorers Pre-School and The Little Explorers 2 Pre-School opened in 2002 and re-registered in 2007, and are privately owned. The pre-school operates from a large hall in the Youth Centre and pre-school 2 operates in the John De Bohum room, within the Woodlands Centre next door to the Youth Centre in Rustington, West Sussex. Both pre-schools share the enclosed area for outside play.

The pre-school is registered on the Early Years Register. A maximum of 52 children may attend the pre-schools at any one time. There are currently 69 children on roll; children attend a variety of sessions. The pre-school is open each weekday from 9.30am to 12.30pm. The setting is open during term time only.

The setting is in receipt of funding for the provision of free early education to children aged three and four years old. The setting supports children with special educational needs and/or disabilities and children with English as an additional language. There are 13 members of staff; of these, 11 hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are made to feel very welcome by a dedicated provider/manager and staff team. They work effectively in partnership with parents to ensure their child's individual needs are well supported. Overall, children make good progress towards the early learning goals. This is because staff have a thorough understanding of the learning requirements and how to implement them in their practice. The provider/manager and staff team are consistently reviewing their practice and are committed to the continuous development of the setting to further improve outcomes for all children.

What steps need to be taken to improve provision further?

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

- develop the use of resources for writing during role-play activities and support children in recognising and writing their own names to extend their learning.

The effectiveness of leadership and management of the early years provision

Robust recruitment procedures are in place which helps make sure all adults working with the children are suitably checked. Staff have a good understanding of their role and responsibilities with regard to safeguarding children. They understand the procedures to follow if they were concerned about a child and they have regular opportunities to attend training to keep their knowledge up-to-date. The provider/manager and staff team conduct and review risk assessments of the premises regularly, and this helps make sure children's safety is maintained. A good range of policies and procedures, which are known by staff help enable the setting to run smoothly.

The children's safety is monitored through the successful deployment of staff around the setting. Children demonstrate a strong sense of belonging and are gaining independence as they make choices from a good variety of toys and resources available in low-level units. The provider/manager and staff team have a strong understanding and are committed to supporting children with special educational needs and/or disabilities, and who speak English as an additional language. They work effectively in partnerships with other professionals to promote inclusion for all children, when this is required. The setting also builds good links with local schools to ease children's transitions.

The setting recognises the importance of working closely with parents or carers to make sure the individual needs of each child are well understood and acted upon appropriately. Parents complete a settling-in form and this enables the key carer to build up a clear picture of each child's routines, likes and dislikes to help them settle in. Regular verbal and written communication enables staff to gain a greater insight into children's individual needs and keeps parents well informed about all aspects of their child's experiences and development. The parents' notice boards carry a wealth of information, and regular newsletters keep parents well informed about topical issues and forthcoming events. Very positive feedback from parents during the inspection indicates they are extremely happy with the service their children receive.

The provider/manager is an effective leader; she works well with the enthusiastic and committed team. Her clear vision for the development of the setting demonstrates a firm commitment to ongoing improvement. The provider/manager and her motivated staff team reflect upon and evaluate the work of the setting. Together, they make positive changes and action plans for the future to further enhance their practice for the benefit of the children. The setting has addressed all the recommendations made at the last inspection and this has resulted in improved outcomes for children.

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

Children are welcomed into the warm and friendly settings. The staff treat children with kindness and consideration, and as a result children are happy and settled. They know the children well and offer reassurance to any children who are settling. Their individual learning journals track their progress effectively through the use of observations, assessments and photographic evidence. Clear individual plans help to identify the next steps in the children's learning.

Children become active learners, as they are curious and keen to engage in activities. They thoroughly enjoy exploring the play dough and spend time rolling it out and using cutters to make shapes or mould into pretend cakes for their tea. They are developing their understanding in problem solving as they have a fun time working out which pieces fit together to construct the train track. Technology resources are readily available and help children develop important skills for the future. Staff support the children in their communication, language and literacy skills. Writing equipment is available in low-level units however, there are no resources such as pencils or note pads for children to be able to freely choose in the role-play areas. Furthermore, they do not always encourage children to recognise and write their own names to further extend children's early writing skills. Children thoroughly enjoy dressing up and playing 'shops' and they access small play figures which extend their imagination. The setting plans topics on festivals over the year and have a range of books and resources to help children understand about diversity in their society.

Children are developing a good appreciation of healthy lifestyles; they enjoy fresh air and exercise everyday as they play outdoors in the garden. They are having a great time developing control over their bodies as they climb and slide on apparatus or ride their bikes. They enjoy a range of healthy snacks at snack time and drinks regularly throughout the morning. Children develop good personal hygiene routines as they wash their hands willingly before eating and after using the toilet. They are learning to take responsibility for their own safety and the safety of others and are able to move around the setting safely, confidently and independently. They learn rules of the setting, such as why they must not run indoors and the need to wear safety helmets when they ride their bikes. Children also take part in regular fire evacuation practises which teaches them about the importance of evacuating the setting quickly and calmly. They understand behaviour expectations and receive significant levels of praise for achievement and effort. Consequently, their behaviour is good; they develop a strong sense of belonging and high levels of self-esteem.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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