

Little Explorers Nursery & Preschool

Unit F1 Heritage Business Park, Heritage Way, Gosport, Hampshire, PO12 4BG

Inspection date

28/11/2012

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Staff have excellent skills in including all babies and toddlers through spontaneous singing, which fully promotes their communication and language and their settling and emotional attachment.
- Staff show competent knowledge as key workers and they provide dedicated daily feedback to parents and carers to strengthen and promote wider areas of children's learning.
- There is a strong understanding of the regulatory requirements and efficient systems are in place to safeguard children and meet their learning and welfare needs.
- The nursery has introduced good systems of self evaluation to enhance the quality of the provision.

It is not yet outstanding because

- Children's records of learning do not fully show how staff are planning for their next steps in development. This provides parents with limited information to help them support children's learning at home.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector viewed the premises and met staff and children.
- The inspector observed activities and daily routines. She spoke with parents and interviewed staff.
- The inspector viewed documentation and discussed details with the manager, deputy and the owner/provider.
- The inspector provided feedback about the inspection to the owner/provider, the manager and the deputy.

Inspector

Christine Clint

Full Report

Information about the setting

Little Explorers Nursery & Pre-school Limited is a well established setting that re-registered in 2012, due to a change in ownership. The setting operates from purpose built premises situated in the Heritage Business Park, Gosport, in Hampshire. Children play and learn in age related rooms with all facilities available. All children have access to the secure outdoor play areas. The setting is registered on the Early Years Register and operates from Monday to Friday, 7am to 6.30pm all year round. Closing for Bank Holidays and one week at Christmas. The company employ a manager who works with 40 members of staff,

including a receptionist/administration member of staff and cooks. All staff working with the children hold qualifications in childcare and early years education. The nursery supports children with special educational needs and/or disabilities and children learning English as an additional language. There are currently 170 children on roll in the early years age group.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- include and share the planning for children's next steps in development to enable parents to support children's learning at home.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The nursery staff include a wide variety of effective opportunities for children to engage in activities and make decisions about their play. Children explore continually and find out through trying activities and taking responsibility themselves. They have freedom to move within their age-related room and they can reach resources easily. They show interest and curiosity, they investigate with increasing concentration and they listen and respond to staff. The nursery staff show a strong level of understanding each child's individual preferences and their rate of progress. For example, in the baby/toddler room children are rapidly increasing their physical abilities and staff recognise and comment instantly on their progress. Younger children have continual opportunities for crawling, standing and taking steps. Staff very capably observe and provide attention and encouragement for every child in the room. Their spontaneous singing captivates children's interest; it settles and comforts younger children as well as encouraging their communication and language.

Children show a high level of interaction with staff, they are keen to experience the tactile materials, feeling the sand and water and squeezing the play dough. They learn to handle items, they respond to each other and gain confidence through their achievements. Each nursery room has well planned activities and, in the younger children's rooms, staff initiate play and follow children's ideas. Staff have noted children's interests and displayed these and this helps to include learning opportunities during play.

Children have daily outdoor play with lively and enthusiastic staff who instinctively follow children's lead and introduce interesting play. For example, children are enthralled with the instant snow. They take turns to add the water and watch together as the snow

expands. They are excited and throw the snow in the air to gain the effect. Children push and steer the paint wheels on the hard surface, they choose colours and practise making paint trails on paper with the wheels. They walk and balance successfully on the bricks they have placed in a line. They sit together happily with staff on a blanket to read stories and look at pictures. Older children eagerly take part in cooking activities; they recognise written numbers and learn to match these on the scales when measuring the ingredients. Children show delight at helping to rub the biscuit mix with their hands. They learn to take turns cooperatively, sharing the joint responsibility and proudly talking about having their biscuits at tea time.

The nursery has recently introduced new systems to monitor and assess children's progress following the review of the Early Years Foundation Stage. Preparations are in place to introduce planned written assessments for two-year-old children. Staff observe and assess children's individual progress and they often include organised and planned liaison with parents to meet individual needs. However, children's next planned steps in learning are not generally included in children's records to enable parents to fully support children's learning at home.

The contribution of the early years provision to the well-being of children

The nursery has many proactive staff who show dedication to their key person roles in valuing each child and meeting their individual needs. Staff in each nursery room show strong capabilities of noticing and responding to safety and hygiene responsibilities effectively during children's play and routines. For example, staff in the baby/toddler rooms react immediately to children's needs for nappy changing. They clean up any accidents swiftly and they encourage and praise children who are learning toileting routines. Children and mobile babies show they are happy and settled through smiling and responding with sounds. Staff competently recognise when children are tired or hungry and they swiftly follow routines to manage children's needs. Children's confidence is increased because staff continually interact well with them as they are gaining independence. They learn the daily routines and progress from using their fingers at lunch time, to holding spoons and forks. Children begin to understand when they are tired and regular rest during the day increases their ability to manage their emotional development. Staff use distraction well with older children who do not sleep but sometimes begin to lose confidence at the end of the day, when other parents begin to collect children. Staff show a clear ability to offer support through dialogue and by extending children's interest in making pancakes and pretending to toss them.

Children enjoy healthy meals that the nursery cooks provide daily. Parents have a full menu and this often includes items that the older children have learned to make during their activities. Staff follow organised routines to encourage children's understanding of hygiene. They wash hands regularly and learn the importance of this when taking part in cooking. For example, older children often repeat hand washing if they touch their mouths or faces during the cooking activity and staff explain why. Children have plenty of fresh air and exercise because staff encourage physical play in the outdoor learning environment. They run and kick balls, carry items and balance and motivate their movements on the

rocker. They are encouraged to think about safety and take responsibility when they kick the ball over the fence. Older children who use the pre-school area on the mezzanine floor know that they are trusted to stand away from the top of the stairs. Staff talk about standing behind the line for safety and children learn to be capable and manage sensibly on the stairs.

The nursery provides a stimulating range of activities and opportunities for children to follow their own ideas. There is ample space and children can seek quieter areas for using pencils and paper, or carrying out their imaginative role play and dressing up. They build with cardboard and use the tubes to talk through; they experience the feel and texture of jelly. Children can paint freely and follow their own ideas. The nursery welcomes parents and carers and includes many opportunities for families to visit and share experiences. There are dedicated systems to enable parents to speak with key workers at collection time and this builds and strengthens family belonging. The nursery has organised routines for school reception teachers to visit which helps to prepare children for their transition to school.

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

The nursery management have a strong understanding of the regulatory requirements. They have included efficient systems to safeguard children and fully meet their learning and welfare needs. The manager and deputy have very frequent meetings with staff to oversee the educational programmes, which staff in the nursery rooms plan and organise. Staff share ideas and introduce activities in each nursery room, to meet the age and stage of development of the children. Children also move between nursery rooms according to their developmental need and capability, rather than age. There are trained staff who introduce and manage individual learning needs when required and they clearly make links with parents and other agencies for support, advice and to benefit children's needs. Staff work across nursery rooms at different times during the day to cover breaks and meet the ratios required. This maintains overall continuity in the nursery and includes very regular use of bank staff to meet the ratio needs.

The nursery management have well-established systems in place to ensure that staff clearance takes place and a full check list is available. Clearance for each staff member is currently being renewed under the new nursery name. The manager has comprehensive induction procedures for new staff and these include all safety routines and child protection information. Staff show a strong understanding of the safeguarding procedures and they confirm that these are discussed and reinforced at weekly staff meetings. They know that named staff are responsible for child protection as well as the manager. There is a newly introduced nursery development plan which includes systems for managing staff performance through regular appraisal and supervision for all staff. Staff opinions and information from parents have been used to start the process of self-evaluation and this has helped them to form the development plan. The nursery currently has positive staff that show proactive team work.

The nursery has established successful systems for building relationships with parents and carers. Parents comment on the dedicated responses they receive every day from staff or key workers. They are encouraged to share any information about children's learning and progress at home, although children's learning journals do not fully reflect this.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY448927
Local authority	Hampshire
Inspection number	894634
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	148
Number of children on roll	170
Name of provider	Little Explorers Nursery & Preschool Limited
Date of previous inspection	Not applicable
Telephone number	02392522614

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their

Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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