

The Young Explorers Day Nursery Ltd

Old Road, Darley Dale, MATLOCK, Derbyshire, DE4 2ER

Inspection date

Previous inspection date

28/11/2012

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

- Children feel safe and secure within the setting because they operate a good, organised key person system, which also helps children to form secure attachments and promotes their well-being.
- Staff develop a good knowledge of the children who attend, which helps ensure each child makes good progress in their learning and development in relation to their starting points when they join the setting.
- Management have an excellent understanding of their responsibilities to ensure that the nursery meets the safeguarding and welfare requirements of the Early Years Foundation Stage.

It is not yet outstanding because

- In some of the activities, opportunities by less experienced staff are missed to expand children's language skills.
- The planned learning opportunities to support children's understanding and use of technology are not fully developed to enhance and promote children's learning in this area.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children indoors and outside and tracked three children.
- The inspector scrutinised documentation including registers, safety records and samples of planning and assessment.
- The inspector met with the managing directors, deputy and spoke with several staff in their group rooms.
- The inspector took part in a joint observation with the manager.
- The inspector conducted parent interviews.

Inspector

Janice Hughes

Full Report

Information about the setting

Young Explorers Day Nursery opened in 2002 and due to becoming a limited company re-opened in 2012. It operates from a detached property in Darley Dale, Derbyshire. The nursery opens five days a week all year round, except bank holidays and a week at Christmas. Sessions are from 8am to 6pm. The nursery opens at 7.30am at the request of parents. Playrooms are located on both floors of the building and there is a large, safely enclosed outdoor play area. The nursery serves the local and surrounding county areas

and children attend for a variety of sessions.

The nursery is registered by Ofsted on the Early Years Register and on compulsory part of the Childcare Register. There are currently 147 children on roll, of whom 131 are in the early years age range. The nursery also offers after school care for older children. They provide funded early education for two-, three and four-year-olds. The nursery employs 27 members of childcare staff. Of these, 26 hold appropriate early years qualifications at level 2 and level 3 or above. Two staff members hold the Early Years Professional Status. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- develop children's language skills further by always making the most of opportunities within the activities and educational programmes to expand and widen children's conversation and questioning skills
- increase opportunities for children to select and use technology for particular purposes. Support children to speculate on the reasons why things happen or how things move and enable children to explore a range of objects that work in different ways for different purposes.

Inspection judgements

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

Children are enthusiastic and keen to take part in new activities and experiences. The staff have a good understanding of how to support children and capture their interest. They are fully aware that children learn through play. Consequently, children are developing the attitudes that help them to develop skills for the future. Comprehensive activity planning, monitoring and assessment procedures mean that there is a largely balanced approach to promoting all seven areas of learning. Planning incorporates each child's ongoing interests and identified next steps. Everyday provision is reviewed to identify its value within children's learning. Hence, the staff are able to check and demonstrate that each child is making good progress and is within, or in advance of, the developmental milestones for their age and developmental stage. However, the staff are less secure in their planning for technology. Children receive fewer planned opportunities to select and use technology for particular purposes. Consequently, they are less advanced or confident in their development in this area.

Children's language is fostered well by more experienced members of staff who encourage the children of all ages to be involved through conversations. One example of this is when children are drawing shapes in the salt; children begin to talk about aeroplanes and this evolves in the children making a 'helicopter garage' and the practitioner constantly talking to them about aeroplanes and airports. This good effective teaching is evident in each room as all experienced staff constantly talk to children, hold conversations and are chatting to the children as they play. However, less experienced staff sometimes miss opportunities to increase and expand children's language when they are involved in their activities, by not always asking more open-ended questions that encourage further conversation. Children benefit significantly from the freedom they receive to explore and investigate their environment. The areas used by children are organised to allow free-flow between several rooms. This very effectively supports them to make choices and to become independent learners and prepares them well for their transitions to school. Staff organise a good balance of adult-led and child-led activities that children enjoy and help to ensure children are ready for their next steps in learning. In a small adult-led group, children show great curiosity as they explore drawing and writing words using a variety of tools and accurately writing their names. Staff encourage children's understanding of mathematical language while they are participating in daily routine, such as completing number recognition jigsaw puzzles and describing the large shapes they are drawing.

Children show imagination as they make 'fire engines' and manoeuvre their creations around the room 'putting fires out'. Babies and young children are beginning to understand that learning is fun and are actively involved in their play and eagerly participate in playing with shape sorters, splashing in the water, making Christmas stocking and exploring making marks with dinosaurs in sawdust. These activities are showing children are motivated by staff who show their own enthusiasm during activities, offer plenty of challenges to children and reward them with lots of praise and encouragement. Children demonstrate they are interested and enthusiastic learners who display characteristics of effective learning. Children are confident and happily explore the activities on offer. Staff plan regular reviews of children's development and invite parents to discuss their child's progress. Staff record children's progress and achievements in their development records, which include photographs of the children and written observations. Parents state they are very happy with the care and attention their children receive, they feel welcomed into the setting and praise staff for the very good support given to the children.

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

Children show they feel safe and at home at the nursery because they move around freely helping themselves to toys and activities. This behaviour is the result of good effective settling-in and care practises shared between staff and parents. The well-established key person system allows staff to form good working relationships with parents and ultimately a close bond with children to help children feel emotionally secure as they separate from their parents. Regular care routines, including snack and mealtimes allow children to feel emotionally and mentally secure as they become familiar with them. Staff provide a stimulating, enabling environment for the children both indoors and outside. Toys are

good quality and well maintained. Resources, especially those for the younger children are eminently suitable for the ages of children using them. For example, the treasure baskets allow children to investigate and explore their environment safely.

Children's safety is a high priority for staff. Effective daily and monthly risk assessments ensure that children stay physically healthy and help them develop a suitable understanding of how best to use toys and equipment. For example, children help clear away unused toys to prevent trip hazards. Children practise the good evacuation procedures each month in order to become familiar with emergency routines. Effective management of children's behaviour is reflected in the good levels of co-operation between children. Children demonstrate caring attitudes as they help each other and staff to manoeuvre toys and equipment and support each other in play activities. Staff are good role models for the children. This reflects in the good levels of polite co-operation between children as they play together and share toys and experiences. For example, children help each other with coats and show concern if other children cry. Children learn behaviour boundaries as they talk about what is acceptable with staff. For example, children know they must sit down to eat at the snack table.

Children demonstrate high levels of self-care especially at mealtimes. They serve themselves with the healthy nutritious food and pour their own drinks. They eat heartily and make comments about getting big and strong. This shows their understanding that food directly affects their bodies. Coupled with lots of physical activity children demonstrate a healthy lifestyle at the setting. Children's physical development is highly prioritised both inside and outside. The garden is used to explore movement including kicking balls, riding bikes, and planting flowers and vegetables in the garden. Children use the adventure play area, which provides good challenges for their physical development , as the older early years children climb, balance and manoeuvre through and around the obstacles. Children are confident, friendly, well-mannered and motivated. They form friendships and play cooperatively with their peers, for example, engaging in complex and imaginative role play games. They are generous in celebrating other children's success and show pride in their own achievements. This gives them valuable experience to learn how to interact socially.

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

Children play in a secure safe environment where staff complete thorough risk assessments and daily safety checks. Staff all have a secure understanding of child protection procedures and undertake safeguarding training as part of induction procedures. Management is confident in procedures to follow should they have any concerns about children's well-being. They review the comprehensive range of policies to take account any new requirements. Staff practise regular fire evacuation drills so they are confident and know what to do in an emergency. There are effective systems to promote children's welfare as all staff undertake paediatric first aid and food safety training. They follow clear procedures for recording accidents and for the administration of medication. Children play in clean well-maintained premises where staff follow good hygiene procedures to minimise the risk of cross infection. They clean up any spillages during the

session to ensure the premises remain clean and suitable for the children.

The management team and staff are dedicated and enthusiastic. There are good systems in place for self-evaluation, which staff use to identify strengths and areas for improvement. Management uses this well to produce an action plan to make continuous improvements to the setting.

The setting is well-organised and staff work well together to provide an enabling environment. They develop good partnerships with parents, which helps ensure they have a firm understanding of the children's and families needs. Comments from discussions with parents indicate they are happy with the caring, friendly, staff and the service provided. The setting successfully supports children with special educational needs and there are well-established partnerships with other agencies and settings involved in children's care. This ensures that children continue to make progress through effective continuity and consistency between those involved with their care and learning. There are robust vetting, induction, and appraisal systems in place and staff are keen to update their knowledge and skills through training. Regular supervision meetings with staff provide good support and enable staff to identify their training needs and those of the children. Staff upload session feedback and children's record forms onto the computer which are monitored to ensure staff consistently keep children's record up-to-date. The management team keep up-to-date and take good account of new requirements, such as the introduction of progress checks for two-year-olds, which have been successfully completed, ensuring that children's developmental needs are well-supported.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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	EY454663
Local authority	Derbyshire
Inspection number	893460
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	83
Number of children on roll	147
Name of provider	The Young Explorers Day Nursery Ltd
Date of previous inspection	Not applicable
Telephone number	01629 733775

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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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