

# Lichfield Little Explorers

The Scout Hut, The Leasowe, Lichfield, STAFFORDSHIRE, WS13 7HH

## Inspection date

Previous inspection date

15/05/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children enjoy their time in the setting. They benefit from an educational programme that encourages them to play and explore. This develops children's curiosity and interest for learning.
- Children enjoy a smooth transition into the setting from home and are well prepared for changes within the routine of the setting. This promotes their emotional well-being and enables them to feel safe and secure.
- Staff work closely with parents and other professionals to ensure that the needs of children are understood and they receive the support they need.

### It is not yet good because

- Observation, assessment and planning do not fully support all children to consistently make the best possible progress in their learning and development.
- Opportunities for children to see, hear and express themselves in their home language are not fully maximised by staff. In addition, children are not fully supported to make their own choices or be able to join in when playing outdoors.
- Staff interactions do not always challenge all children or encourage those, who are less confident in developing relationships, to relate to others and learn together and from each other.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the hall and outdoor play area and completed joint observations with the managers.
- The inspector took account of the views of parents/carers spoken to on the day of inspection.
- The inspector spoke with the staff and children about the daily routines, children's individual learning and self-evaluation.
- The inspector looked at a selection of policies and procedures, which included safeguarding and complaints, children's learning records, the setting's self-evaluation and a range of other documentation.

## Inspector

Dianne Sadler

## **Full Report**

### **Information about the setting**

Lichfield Little Explorers was registered in 2012 on the Early Years Register. It is situated in the Scout Hut in the area of Leasowe, Lichfield and is managed by committee. The setting serves the local area and is accessible to all children. There is a small fully enclosed area available for outdoor play.

The setting employs five members of childcare staff, including the manager. Four members of staff hold appropriate early years qualifications at level 2 and 3. One member of staff also has a BA (Honours) in Education and Audiology.

The setting opens Monday to Wednesday, term time only. Sessions are from 9.30am until 2.30pm. Children attend for a variety of sessions. There are currently 28 children attending, who are in the early years age group. The setting provides funded early education for two-, three and four-year-old children. The setting supports children, who speak English as an additional language and those with special needs and/or disabilities.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- use information obtained from observing children to understand their level of achievement, interests and learning styles and ensure all staff shape learning experiences for each child reflecting those observations to help children make the best possible progress in their learning and development.

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

- extend the opportunities for children, who are learning English as an additional language, to develop and use their home language in play and learning, supporting their language development at home
- improve activities provided for children outdoors to ensure they are appropriate to the development of all children and there are sufficient resources for them to make choices and join in
- increase the emphasis of adult interactions given, in order to challenge all children during their chosen activities and encourage them to relate to others and learn together and from each other.

## Inspection judgements

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

Overall, staff have a sound understanding of the learning and development requirements for the Early Years Foundation stage. They provide children with an educational programme that generally takes account of children's particular interests and enables them to be sufficiently well prepared for their next stage in learning. All staff observe children at play and record their findings in each child's individual development folder, which they make available to parents. The information is used by the child's key person to assess the progress children are making and identify their learning priorities. However, assessment is not consistently rigorous and some staff are not confident about the decisions made by the key person about some children's learning. This results, at times, in some children not always being fully challenged or supported to attain a consistently good level of learning and development.

Children show curiosity and interest in the learning environment in which they are encouraged by staff to explore the wide range of stimulating resources. Staff use sign language and pictorial symbols and follow guidance from other professional to ensure that all children are included and able to take part in activities at their own level. Some planned experiences and resources support children to learn about the differences and similarities between themselves and others. For example, children explore puzzles, which show lots of images of different ethnic groups and enjoy dancing with a dragon and exploring masks when learning about the Chinese New Year. However, staff do not consistently provide opportunities for children to use the languages spoken at home during their play and learning, in order to support children's language skills at home.

Children enjoy using their imagination in a range of situations. They enjoy participating with others in make-believe play as they sit in the role play area, pretending to eat plastic fruits and then deciding to place them in the washing machine! Young children play cooperatively with staff as they explore items, such as, cups, bricks and a castle while wearing a fire person's helmet. They develop appropriate mathematical concepts as they build a tower with bricks and take delight in finding a brick hidden under a cup by staff. Children are supported appropriately by staff to develop their communication for language as they are asked simple questions, such as 'where is the brick?' They are also supported to develop an understanding of positional language, such as 'under' and 'on top'. However, there are times within the session that children lack adult interactions to fully inspire them to become deeply involved in their learning and reach beyond their limits. This results in older and more able children completing their self-chosen tasks with ease and quickly moving from one activity to another. In addition, some children, who are less confident in developing relationships with others, are not always encouraged to play in a group and continue to spend time playing alongside others.

Children move freely and with pleasure within the indoor environment. They develop their physical skills as they successfully negotiate space, when playing on wheeled toys, such as tricycles, adjusting their speed and direction to avoid obstacles and each other. They move with confidence in a variety of ways, such as crawling along the floor and under

chairs as they play with cars and other vehicles. However, experiences planned for children outdoors do not always meet the needs of all children participating. For instance, at times, children are not provided with a sufficient number of play resources, such as balls, for them all to play and join in with the games. To resolve this problem, staff plan for some children to listen to a story in the outdoor play area, supported with puppets. However, this results in some children not making their own choices and not showing an interest or fully maintaining their focus.

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

Children are provided with a learning environment that supports their well-being appropriately, but does not fully support all children to become deeply absorbed in activities. Children and their families receive a warm welcome and enjoy a smooth transition from home into the setting. This enables them to develop their confidence and form close attachments. Staff are deployed appropriately throughout the setting and support children to learn to manage their feelings and behaviour. For example, children are supported to share the wheeled toys with the use of a sand-timer. Children know that when the sand empties, they must give another child a turn. In addition, when children hear a bell ringing, to indicate a change in routine, they calmly complete their chosen task and prepare for the next activity.

Children are learning to be independent and manage their personal needs appropriately. They confidently indicate to staff when they are hot and thirsty and help themselves to their own individual water bottles. Children are supported by staff to consider why they are hot and decide it is because they have been running around. They also recognise when they need to rest and seek books to read quietly in the cosy area, relaxing on bean-bags.

Children enjoy planned times outdoors to access fresh air and exercise. They develop their self-care skills appropriately, as they are encouraged to do things for themselves, such as put on their own coats. Before going outdoors, children show an understanding for the boundaries as they line up by the door holding onto a rope. They learn to keep themselves safe as they discuss the rules when being outdoors with staff, such as telling an adult if they see something on the floor, which they think may hurt them.

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

All staff show a suitable understanding of their responsibilities to ensure that the setting meets the safeguarding, welfare and learning and development requirements. Staff are recruited and vetted securely and benefit from an in-depth induction period. They demonstrate a sound knowledge and understanding of child protection issues and the action to take if concerned about a child's welfare. The setting maintains clear and concise policies and procedures, which are regularly updated and shared with parents and staff. Ratios are maintained appropriately and staff are deployed to ensure children's needs are met sufficiently well. Robust risk assessments are completed by staff and all hazards are identified and minimised. This results in children benefiting from a safe and secure

environment, both indoors and outside.

All staff are motivated and dedicated to improve their skills and the experiences provided for children. The managers work with staff and in partnership with the committee, monitor the practice within the setting and the educational programmes appropriately. Staff provide each other with mutual support and work closely as a team to promote continuous improvement. They have started to use a self-evaluation document to identify the strengths of the setting and have an action plan to promote future improvement. Plans include: enabling children to take part in the planning of activities, developing the physical play resources and improving the organisation within the setting to give staff specific time to spend on planning and completing the children's development folders.

The setting promotes sound partnerships with parents and other professionals, such as speech therapists, to meet the diverse needs of children attending. Through appropriate interventions, the setting ensures that all children, including those with special educational needs and/or disabilities, are supported to be fully included. For instance, support workers are employed to provide children with one to one support when needed. In addition, teachers from other settings some children also attend, are invited into the setting to observe children and speak with staff. This promotes continuity of children's care and learning. Parents spoken to on the day of inspection comment positively about the service that is provided. They feel staff gain the confidence of the family and children through their caring natures. Children settle well and overall, parents feel well informed of children's learning through daily discussions.

## 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 action. 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

<b>Unique reference number</b>	EY454679
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	893128
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Lichfield Little Explorers Committee
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07790 535 186

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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, which are usually the childminder's 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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