

Young Explorers Childcare

130 Etruria Vale Road, STOKE-ON-TRENT, ST1 4BN

Inspection date

Previous inspection date

06/08/2013

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 make good progress in all areas of their learning and development as they have opportunities to enjoy a varied range of interesting and challenging activities, which staff plan and provide to support their identified next steps in learning.
- Staff work closely with parents when children first attend to establish children's starting points and care routines, supporting children's transitions into the nursery and between rooms very well.
- Children develop good communication and language skills because staff listen to them, model language well and ask questions that encourage children to talk about their ideas and experiences.
- Children learn to be independent from an early age through carrying out self-care skills, such as, hand washing, preparing their own snacks and pouring their own drinks.
- The management team monitors all aspects of the nursery effectively and supports the staff team's professional development, which in turn, benefits all children.

It is not yet outstanding because

- The very wide selection of books does not always fully reflect the diversity of the community that children belong to. This means their very good understanding of the wider world is sometimes not promoted as well as possible.

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.

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

Inspection activities

- The inspector observed activities in all rooms and the outside learning environment.
- The inspector spoke with children, staff, parents and the manager of the setting throughout the inspection.
- The inspector took part in a joint observation of an adult-led activity with the manager of the setting.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the nursery, the provider's self-evaluation form and a range of other documentation.

Inspector

Sharon Lea

Full Report

Information about the setting

Young Explorers Childcare was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two nurseries owned by the provider. It is situated in Stoke-on-Trent. The setting serves the local and wider areas and is accessible to all children. It has a before and after school club and staff can take children to and collect them from local schools. There is a fully enclosed area available for outdoor play.

The nursery employs 10 members of childcare staff, all of whom hold appropriate early years qualifications. The manager holds Early Years Professional Status. The nursery is open Monday to Friday for 51 weeks in a year and closed for a week over the Christmas period. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- review the very wide range of books, which children access in all rooms, to ensure that these depict children and families from a range of cultures, backgrounds and abilities so children's very good understanding of the wider world is effectively promoted.

Inspection judgements

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

The quality of teaching is good. This is because staff have a good knowledge and understanding of the prime and specific areas of learning and how children learn. Staff carry out observations of children during play, using these to identify current levels of development and potential next steps for their learning. This enables them to plan the environment and activities to support the individual needs of each child. For example, a sand activity is planned to meet the physical needs of one child who needs to practice handling and using tools. This activity also helps another child who is supported in developing her understanding of mathematical concepts, such as 'big, small, empty and full'. This demonstrates the knowledge staff have of the children's needs and how to support them through their skilful teaching. Staff observe children closely and interact effectively with them. Consequently, children make good progress in their learning, which

enables them to be well prepared for the next stage of their lives and in preparation for school.

Children's learning and development needs are well met because staff are observant and provide individual attention as they get down to the children's level. They encourage and extend children's learning as they give them ideas, provide challenge and promote their thinking skills. For example, staff respond well to children's interest in a snail, which is found outdoors, prompting them to examine how it moves and to think about what the snail might like to eat. This spontaneous learning opportunity prompts some children to attempt to draw a snail with chalks available outdoors. Staff use this experience to further extend the children's learning through the provision of dough and shells to enable them to make model snails indoors. When an older child expresses an interest in searching for other insects in the outdoor environment, attentive staff support her, providing magnifying glasses and factual books with pictures of insects for her to search for. This demonstrates that children experience a good balance of child-initiated play and adult-led activities, which support and extend their learning.

Children's communication and language development is well supported by staff who have received specific training in this. Babies engage happily with songs and action rhymes, wiggling their fingers in response to the actions led by staff. Toddlers engage in a listening box activity based upon the song about farm animals. As the animal puppets appear from the box, the children excitedly sing their names and the noises that they make. This is extended to develop their listening skills in identifying an individual animal, then two animals and challenging one child further to identify and collect three. Staff speak clearly and repeat words to support younger children in their language development. Staff continually engage older children in conversation, listen to their responses and ask open-ended questions to further their thinking. They provide a print-rich environment where resources and displays are labelled with pictures and print. This assists children to develop their early reading skills. Visual aids, such as pictures of snack time and a range of activities, are provided to support children who cannot verbally communicate to express their needs. Resources for writing and making marks are evident in every room and outdoors, where children use pencils, chalks and flour to enable them to develop their early writing skills.

Effective programmes are organised and provided for children with additional support needs. There is coordinated support, including links with a range of relevant professionals to support children with special educational needs and/or disabilities. Staff demonstrate they clearly understand specifically what they should be supporting children with. Bilingual staff support children for whom English is an additional language well. They use familiar words to reassure children and support them with settling in and routines. This support is invaluable in assessing whether children are secure in the use of their home language in order to establish their readiness for learning English. The setting provides a range of dual language story books for use in the setting and for parents to share with their child at home. However, books do not always fully reflect the diversity of the setting or local community, therefore, children's growing knowledge and understanding of this is sometimes not as well supported as possible.

The setting is committed to working in partnership with parents and carers and developing

positive relationships. This is to promote consistency of support with regards to children's learning and development. Parents complete initial assessments of their child's learning and development with their child's key person when they start in the setting. This enables the needs of the child to be met from the outset and provides a more accurate assessment of children's starting points. Parents receive on going feedback about their child through daily diaries, message books, parent partnership books and information on notice boards. They are actively encouraged to contribute information about their child's learning at home, which is recorded in their child's profile and used by staff to plan for the child's individual needs and interests. Summaries of each child's learning and development are shared termly with parents and a thorough 'progress check at age two' is completed with parents. This is shared with other professionals where additional support needs are identified. The setting further supports home links through 'Billy Bear', who children take home to play and then relate his experiences to the other children on his return. The provision of a mini library enables parents to share books with their child at home and provide feedback to staff on their child's level of enjoyment.

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

There is a good key person system in place, which supports children in forming positive attachments and relationships with staff. Individual needs are taken into account and, as a result, children settle well. Useful information is gathered from parents and carers to support children settling in. This includes personal information about things, such as their likes and dislikes, as well as their starting points in learning. This means that staff can provide for the child's routine needs and interests from the outset, resulting in children's physical and emotional needs being met well. Similarly, the support for children's transition to other rooms within the setting is just as effective. For example, staff visit the new room with the child and plan appropriate support to minimise any anxiety. As the setting is small and homely, children of all ages spend time with all staff members, which supports them in developing relationships as they move from room to room. All children are well prepared for any transitions in their life and for entering school. They are fully prepared and settle well into the school environment because staff make sure they are confident and prepared socially. Therefore, children are enabled to make good progress in their learning and development.

Children of all ages and abilities display confidence in their surroundings and are eager to learn and play in this welcoming provision. The environment, both indoors and outdoors, enables children of all ages to freely select a wide range of resources to support their play and learning. Children gain an excellent sense of self and well-being as throughout the nursery photographs of them engaged in activities within the setting and on outings are displayed. The emotional well-being of babies is further supported through individual family books, containing photographs of their families for them to look at throughout the day. Children behave well because the staff consistently role model good behaviour and encourage the children to remember the rules. For example, when sitting down for a song session, children are reminded to sit properly on the floor and put their hands on their knees.

Children learn about and are involved in charity events, such as 'the big toddle', and visit

the local elderly person's home at Easter, Harvest Time and Christmas. This enables them to learn about other people, become more alert to the needs of others and about caring for each other. Physical skills and exploration are well promoted as children have daily access to the outside area. Here, they take risks safely as staff encourage them to challenge themselves on the large equipment. A puddle prompts older children to put on their wellingtons so that they can count how many times they can jump, watched by younger children who are eager to join in. Opportunities to explore the wider community, such as local parks, are taken regularly. This supports children to develop an understanding of the wider community and to reinforce staying safe through road safety awareness.

Self-care is promoted well as all children benefit from established hygiene routines. Opportunities for children to be independent and develop self-help skills are excellent. As soon as children can, they are encouraged to wash their hands, be involved in preparing their own snacks, serve their own meals and pour their own drinks. Children do these things skilfully as staff have enabled them to develop their confidence and demonstrated their trust in their abilities. Snacks and meals are well balanced and nutritious and all dietary needs are catered for.

The deployment of staff is very effective in ensuring that children are safe and their needs are met. Safety is given a high priority and there are often more staff in the room than is required. Children sleep according to their own routines and individual needs. Staff appropriately supervise children, for example, they position themselves outdoors so that children can play safely on the climbing frame.

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

The management team have clear roles and responsibilities to ensure that the setting is effectively organised and the requirements of the Statutory framework for the Early Years Foundation Stage are effectively implemented. Staff's knowledge of safeguarding procedures is strong and they have a clear understanding of their role and duty to report any concerns. The procedure to follow in the event of an allegation being made about a member of staff is clearly established and the ongoing suitability of staff is monitored effectively. The written safeguarding policy contains detailed information and a clear reminder of the procedures to follow where there are identified concerns. Parents are made aware, when first joining the setting, of the role and responsibility of the staff to protect all the children in their care.

Risk assessments and safety measures put in place ensure that risks and hazards are minimised. These are regularly reviewed and information from accident records is used to further assess risks and to inform staff practice. Parents are quickly notified of any accidents sustained by children and any first aid given. Detailed accident and medication records are maintained and signed by parents. This helps to keep them informed at all times and helps to promote children's welfare. Safety and security are given high priority. For example, staff and the management team ensure that only authorised persons have access to the setting. This is further enhanced through additional systems, such as key

pad locks on all internal doors to prevent unauthorised access into the children's rooms. All of which make sure that appropriate steps are taken to minimise risk and keep children safe and secure. In addition, there is a good range of policies, procedures and records, including monitored and reviewed accident and medication records, which effectively helps staff support the safety of the children and the management of the nursery. The checks that establish the suitability of adults working in the setting are thorough and consistently followed.

The ongoing performance management of staff is well established. A thorough recruitment and induction process ensures that new staff are suitable and fully understand their role and responsibilities. All staff contribute to the supervision and appraisal process and these are used well to highlight training and development needs, ensuring continuing professional development for all staff members. Managers carry out regular checks of observation and assessment files to ensure they are kept up to date. They observe staff practice and check that planning is broad and balanced. Individual and whole room tracking of children's progress identifies any gaps in learning or provision, which are quickly addressed by staff and the management team.

Partnerships with parents are very good and those spoken to speak very well of the support and experience they and their child receive. Daily verbal and written information is shared with parents to ensure they are fully involved in the care and learning of their child. As a result, staff can promote consistency in children's care and learning. Children's experiences are extended as parents' opinions are sought and responded to. In addition, there is an extensive array of information for parents throughout the nursery. Parents receive newsletters, have access to a website and attend parents' evenings. Effective partnerships with external agencies and other providers are well established and contribute securely to meeting children's needs.

Children's development and welfare is enhanced as staff complete a variety of training courses. The commitment to continually develop the provision to make sure children reach their full potential in their learning and development is evident. The setting gathers feedback from parents and carers to inform the self-evaluation process. The manager also takes into account any external feedback, for example, from the local authority. Changes made benefit the children who attend and the areas for improvement build on the already good practice.

The Childcare Register

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

The requirements for the voluntary 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 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

Unique reference number	EY459925
Local authority	Stoke on Trent
Inspection number	905760
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	35
Number of children on roll	25
Name of provider	Young Explorers Childcare (Etruria) Ltd
Date of previous inspection	not applicable
Telephone number	01782 577784

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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