

Early Explorers

Trinity C of E Primary School, Longford Road, WOLVERHAMPTON, WV10 0UB

Inspection date

13/09/2013

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 clearly know and understand children attending the setting as they plan activities to meet individual needs and interests. This means that children are enthusiastic and engaged in their learning.
- Staff regularly and continuously assess children's needs including when they first start attending the setting. This means that gaps in their learning are quickly identified and addressed.
- There are positive relationships with other providers, ensuring good information sharing about children's care, learning and development. This helps to make a smooth transition for children when they go to school.
- Staff are well supported by a strong management team. Robust evaluation and monitoring of staff practice and children's ongoing achievements help to drive improvements and move the setting forward.

It is not yet outstanding because

- Children's home languages and cultures are not generally reflected in the resources and displays within the setting.
- Children's information about accidents occurring at the setting is not consistently kept confidential from other parents.

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 children in their play both inside and outside.
- The inspector conducted a joint observation with the manager, of a planned activity outdoors.
- The inspector held meetings with committee members and the manager of the setting.
- The inspector looked at children's assessment records and planning documentation and discussed how children's progress was monitored and tracked.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector discussed aspects of the self-evaluation process and viewed the action plan.
- The inspector took account of the views of parents spoken to on the day.

Inspector
Carole Price

Full Report

Information about the setting

Early Explorers was registered in 2013 on the Early Years Register. It is situated in rooms within Trinity Church of England Primary School in Heath Town, Wolverhampton. There is an enclosed area available for outdoor play. The setting has strong links with the school and Holy Trinity Church. It serves the local area.

The setting employs four members of childcare staff. Of these, all hold appropriate early years qualifications, one at level 6, one at level 3, one at level 2 and one at level 1.

The setting operates Monday to Friday term time only. Sessions are from 8.45am until 11.45am and 12.30pm until 3.30pm. Children attend either morning or afternoon sessions. The setting provides funded early education for two- and three-year-old children. They support children with English as an additional language.

What the setting needs to do to improve further

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

- extend the resources which reflect individual children's cultures and backgrounds including words and phrases in their home language
- consider methods of consistently maintaining confidentiality of information shared with parents about accidents occurring at the setting, so as not available to view by other parents.

Inspection judgements

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

Staff demonstrate a secure understanding of the learning and development requirements and therefore, teaching is effective. They use their professional knowledge and skills to best effect, in order to provide a stimulating range of activities, which motivate and engage children. Children's interests are considered in the planning of activities and parents are invited to meetings to discuss these. There are detailed systems in place for planning and assessing children. Staff identify children's skills and abilities through observations within the first five weeks of attending the setting to establish a starting point in their learning and development. Ongoing assessments are then completed regularly to identify children's next steps within their learning. As a result, all children's progress is monitored so any additional needs are identified and addressed quickly so that

progress is not hindered. Staff encourage parents to engage in children's learning and progress from the onset, by involving them in discussions about their child can do and their interests, including home learning experiences.

All children are able to choose from a variety of activities that are available in the environment both indoors and outdoors. Many of the activities encourage children to develop their own interests and think creatively. For example, in the home corner they use real-life equipment, such as whisks to mix the noodles and cereal. Children demonstrate pretend play as they use the teacups to fill with pretend water and enjoy making cups of tea for staff. They develop their physical skills and coordination as they learn to use the pedals on a bike, with increasing levels of control. They use pencils to draw around animal shaped stencils, which help them to develop their small muscle skills. They respond enthusiastically as they listen to a story and join in by making different animal noises. They enjoy familiar and favourite songs, spontaneously moving their arms to demonstrate different modes of transport. They smile in response to praise as staff encourage them to clap and congratulate themselves for 'the best singing ever'.

All children receive good levels of individual support from key persons, so that they can take a full and active part in all aspects of play and learning. Staff encourage children to look at the marks in the sand left by the tractor and then to make other marks using their fingers and hands. In this way, children develop their literacy and numeracy skills, through their play and explorations. They maximise opportunities to extend children's learning by introducing a camera following a recent interest in other technology resources. This encourages children to find out how things work and what happens next. Staff enhance children's communication, speech and language development through their positive and encouraging interactions. They skilfully ask open-ended questions, which prompt children to think about what they see, hear and do. For example, when making sand castles staff ask children if their buckets are full and encourage them to count when filling the bucket with every spade of sand. Children who speak English as an additional language are encouraged to listen to and say new words, which extends their vocabulary and communication skills. However, the environment does not currently always reflect knowledge of their home languages as there is no text displayed or sufficient resources to reflect their cultures or languages.

Children are learning to take turns and share resources skilfully supported by staff. They enjoy helping each other and eagerly show one another which button needs to press on the camera to take photographs. They use words and phrases, such as 'cheese' and 'turn round' supported by staff reinforcing what they need to do. They use words to describe their own thoughts, such as 'sky' when pointing the camera upwards. They recall and reflect on past and present experiences as they talk about recent visits to places, such as a local marine life centre. Staff skilfully 'tune-in' to children's experiences as they discuss who went on a train and bus in the recent summer holidays. All children are given time to absorb and enjoy their play and explorations. Resources remain accessible for them to return to when they are ready, so that they can continue with their own ideas. This successfully develops the characteristics of effective learning and promotes school readiness.

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

Good quality care practices contribute positively to children's well-being and help them to feel emotionally secure. Staff are very friendly, caring and attentive towards the children, which enables strong attachments to form. The setting follows a stage process, which means that upon starting they aim for a 'no tears' policy. Staff support parents and children with this and should this process not work then alternative approaches will be taken. Children are starting to become used to familiar routines, such as tidy up time when they all stop and sing the song together. Staff encourage children to participate by asking them to tidy away specific resources and offer praise for children following instructions.

Children's transitions are well supported on entry to the setting and as they move into the school nursery. This is because staff gather extensive information about the children's individual needs and preferences, which is then shared. Children have the opportunity to visit the nursery for several weeks before starting there, along with their key person to support them. In addition to this, there are regular discussions between the key person and the nursery staff regarding individual learning and development needs to ensure that progress is maintained.

Due to there currently being no toilet provision available in the setting children are accompanied by staff. This means that their self-care and independence is somewhat limited, however, there are effective measures in place to address this. Children are encouraged to wash their hands before snack time, which helps them to learn about good hygiene routines. Staff encourage children's independence by reminding them to peel their own fruit and instructing them how to put the straw into their milk carton.

Children enjoy exercising in the outdoor area at specific times throughout the day, which benefits their physical health. Children are reminded not to access the outdoor area until there is a teacher present and wait patiently by the door. Children carefully negotiate obstacles and each other when riding the bikes and wheeled toys. Staff are excellent role models, treating children with respect and courtesy and providing lots of praise and encouragement to recognise children's efforts. Children, who are learning to ride the bikes using the pedals, are continually supported and praised by staff as they ride backwards and forwards. Staff remind children to take turns and to say 'please' and 'thank you' at appropriate times making children aware of their high expectations. Consequently, children are learning to be polite and how to behave and play cooperatively together, for instance, as they share the bikes.

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

The setting has a strong committee team in place, who have high expectations for delivering quality provision for all children. They fully understand the requirements of the Statutory framework for the Early Years Foundation Stage and they ensure these are maintained to a high standard. Staff are secure in their knowledge of safeguarding issues

and they are aware of how to recognise possible signs of abuse and understand how to report concerns. The staff work closely with the school's family support worker to ensure that any concerns are addressed immediately. Recruitment and vetting procedures are robust and there are accurate records to demonstrate staff suitability. Children's safety is enhanced by the coded entry system that prevents unauthorised access to the room. Effective policies and procedures and extensive risk assessments contribute to maintaining a very efficient and well-organised setting. However, current arrangements regarding recording of accidents at the setting means that information regarding other children's accidents is not consistently kept covered and can be viewed by other parents in the accident book, as it is all recorded in the same page.

The team work very well together and are well supported by management. They are well qualified and a number of staff are looking to enhance their qualifications, which shows a strong commitment to ongoing professional development. There is an effective programme of supervision, appraisal and regular team meetings, which also include staff from the school. The committee conduct regular observations of the staff to further support and develop staff practice. Overall, the committee team and manager implement very effective procedures for monitoring the quality of the setting, the educational programmes and children's ongoing achievements. They closely track the progress of individuals and groups of children, so that any gaps in their learning are quickly identified and addressed.

The self-evaluation process is currently being developed and a range of targets for improvement have already been identified. Staff are encouraged to give their views and opinions to address identified areas for development. Staff also work closely with local authority advisers to drive the setting forward, welcoming their advice and actively participating in various initiatives to expand children's learning and development. Partnerships with parents are still in their infancy, however, there are planned ideas to address this. Parents say children enjoy attending the setting, continually asking 'is it school today' and state that they are kept well informed about what their child is doing.

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	EY459659
Local authority	Wolverhampton
Inspection number	909401
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	16
Number of children on roll	32
Name of provider	Early Explorers Committee
Date of previous inspection	not applicable
Telephone number	01902 558410

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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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