

Little Explorers

Broomfield College, Morley, ILKESTON, Derbyshire, DE7 6DN

Inspection date	04/09/2013
Previous inspection date	12/06/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- The effective key person process helps children form secure attachments and promotes their overall well-being efficiently.
- Children make good progress in their learning and development because they are excited and motivated by the wide range of fun and stimulating activities available for them.
- Leadership and management is strong and there is a clear motivation to develop the nursery, in order to improve children's learning.
- Effective partnerships with parents means there is a united approach to meeting individual children's needs, ensuring that children are best supported to make good progress.

It is not yet outstanding because

- Staff working with the older children do not always extend their vocabulary by introducing key and new words in the context of their learning.
- There is scope to extend opportunities for children to talk about events in their lives and at nursery or begin to learn to 'read' by themselves.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke to the children, parents and staff and held discussions with the provider and management.
- The inspector observed free play, focused activities, outside play including the forest school environment and meal times.
- The inspector went into the individual rooms of the nursery.
- The inspector hold a joint observation with the manager.
- The inspector looked at children's assessments, learning journal records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's documentation, policies and procedures and improvement plan.

Inspector

Janice Hughes

Full Report

Information about the setting

Little Explorers Day Nursery registered at new premises in February 2011 and is on the Early Years Register and the compulsory part of the Childcare Register. The setting is owned and managed by Derby College. It operates from three playrooms within a purpose-built single storey building on Broomfield College Campus on the outskirts of Derby. The nursery offers places to the children of students, staff and the local and wider community. There are two fully enclosed play areas available for outdoor play and extensive use of 'forest school' facilities.

The nursery opens Monday to Friday for 52 weeks of the year and sessions are from 7.30am until 6pm. There are currently 92 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. Before and after school provision is available, as well as care in the school holidays.

The nursery employs 14 members of childcare staff. All staff hold appropriate early years qualifications at level 2 and above. Three members of staff hold Early Years Professional Status. The setting receives support from the local authority and has strong links with other providers of early years care and education.

What the setting needs to do to improve further

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

- extend opportunities for older children to broaden their language development, by introducing key and new words in the context of their learning
- increase opportunities for children to talk about events in their lives or at nursery and 'read' by themselves, for example, by making books, such as 'A day at the Forest School' or 'Our Birthdays'.

Inspection judgements

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

Children are contented and happy at this very stimulating nursery. Staff have secure knowledge of the learning and development requirements of the Statutory framework of the Early Years Foundation Stage. They understand that children learn best when they are active and through purposeful play. Staff cater effectively for each child's learning

requirements and plan activities that challenge all children. As a result, children are well motivated, interested and enthused in their play. Consequently, children make very good progress towards the early learning goals. Parents provide information about their children's characteristics, preferences and capabilities before they start at the nursery at setting-in times. Staff use this information as part of their initial assessment, which forms the children's 'starting points'. As a result, staff can plan activities that interest the children, from the beginning. Children therefore settle quickly into the nursery routine. Staff continue to teach, observe and assess the children while they play. They use this information efficiently to identify children's next steps and inform future planning. The assessment and tracking processes are robust enough to enable key persons to successfully complete the progress check at age two and identify any gaps in children's learning. This enables them to be able to identify when early intervention is needed so that children receive the appropriate support to meet their learning needs. Children are acquiring very good skills for their readiness for school.

Staff foster communication and language skills, in the main, well. They are constantly talking to the children throughout the day. Staff explain what they are doing clearly, ask open-ended questions and hold purposeful conversations with children about what they are doing. Children throughout the nursery participate with enthusiasm as they sing popular rhymes, using actions skilfully. Older children develop their literacy skills as they enjoy stories; they sit attentively and listen. They answer questions and repeat the end of sentences with excitement and refer to sounds of the alphabet well. However, staff working with the older children do not always broaden the children's language skills by introducing key words or new vocabulary, in the context of their learning. Staff working with younger children in contrast, extend children's vocabulary extremely well. For example, while on a walk to the 'wall garden', children see a pagoda, the member of staff explains what it is clearly and helps the children to pronounce the word. To further help the children learn the new word she makes up a song and the children are soon saying the word 'pagoda' with confidence. Children love using the book areas, which are comfortable and attractive. They sit with staff listening to stories and use the books independently. They turn pages correctly and discuss the pictures on the page. This helps children to understand that books bring pleasure. There are a good selection of books that are easily accessible to the children. However, the staff have yet to introduce child-made books, to help children to be able to talk about events in their lives and at nursery and begin to 'read' by themselves. Children learn early writing skills efficiently as they begin to write for a purpose, such as writing sentences and shopping lists and writing their names accurately on their pieces of artwork.

Staff promote and enhance learning through play with positive attitudes and very good teaching. Children are active and really enjoy their learning. They concentrate and listen to instructions and independently choose their play, gaining useful skills for the eventual move to school. Children enjoy opportunities to develop their learning by taking a risk, engaging in new experiences and learning by trial and error. For example, they part take in weekly adventures into the 'forest school'. Here, they go pond dipping, hunt for bugs, take walks along tracks, climb and balance on trees and logs. They use their imagination well as they enter the 'fairy garden'. They explore further and find out where the hungry caterpillar ate the 'giant' leaves. Children also learn about the natural world further as they plant flowers and vegetables, and learn how to water them, so that they grow effectively

in the 'potting shed'. This helps children learn about growth and change and how to care for things in the environment. These activities thoroughly enthuse and excite the children, which in turn provides very good levels of challenge and opportunities for children to think and be effective active learners.

The baby room is very relaxing and calm and staff tune into children's needs sensitively because they know children very well. Babies display confidence in their surroundings and make choices with support from staff that arouse their interest or curiosity. They have sensory experiences, which helps them to learn about the world around them. For instance, they thoroughly enjoy playing with the musical instruments as they bang and shake them with excitement. They smile and giggle as they make the noises and sing popular songs. Babies enjoy using cause and effect toys as they press buttons and watch lights flash and make sounds. This fascinates them and they repeat the activity, showing they are learning about how things work. This activity also helps babies' handling skills and builds their self-esteem, as staff praise their efforts well.

Early mathematical skills are taught well. Activities, such as sorting by size and colour, as well as sand and water play help children find out about shape, space and measurement. They fill and empty containers and count how many sandcastles they have made. Older children use the 'Superheroes' mathematical number chart effectively, as they decide how many children are present for lunch. Children's information and communication technology skills are promoted efficiently, as children use cause and effect toys and laugh and giggle as they use the computer and manoeuvre the mouse skilfully. These skills help the children to prepare for the next stage of their learning, which is usually going to school.

Children's physical development is good. There are opportunities for children to use their handling skills creatively and efficiently. For example, children handle different tools to make patterns to create their own pictures. They carefully complete a jigsaw and build trucks and people out of the construction toys. Staff support these activities well, encouraging the children to 'have a go' and to find ways to solve the problem. Children use the outside environment to increase their physical development skilfully. They use sit-and-ride toys, balance on blocks and enhance their running, jumping and catching skills as they play with hoops and balls. Babies' physical skills are developing effectively, as they crawl and try and stand up. Staff are very supportive and encourage the children well at this. For example, they place objects for the babies to crawl to and positivity encourage them to use the furniture, where they can support themselves to stand up.

Parents have regular opportunities to review their children's progress at pick-up times, and also on parents' evening and open days. Here, parents have opportunities to discuss the progress of their children in more depth. This results in both parents and staff fully meeting the children's learning needs effectively. To further parents' involvement in their children's learning staff provide activity bags and library books that parents can borrow and use at home. There is an ongoing exchange of information between the key persons and parents, which enables them to exchange any achievements the children make successfully. This means the children's needs are continually met.

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

Staff welcome children warmly on arrival. Children are extremely well settled and secure and they enjoy trusting relationships with staff. This results in the warm, happy atmosphere that is clearly evident at the nursery and means that children's emotional well-being is well fostered. The effective key person system contributes towards children's feelings of security and well-being. Children settle quickly in this welcoming and comfortable nursery. Staff are caring towards children and treat them with respect and affection. Young children enjoy a relaxing cuddle as they wake, allowing them time to ease back into play and exploration. Children seek out staff for support, reassurance or just to share in their play. Children benefit from individually planned settling-in arrangements when they first start at the nursery and their moves between rooms are sensitively managed. Effective processes are also in place to help the older early years children prepare for their move to school.

Children are learning self-help skills well. For example, they wash and dry their hands independently for snack and lunch. They then choose their own cups and plate, pour their own drink and serve themselves their food, for example, sausage casserole, potatoes and mixed vegetables. These activities help develop children's independence and are delightful socialising times because children talk about what they have been doing throughout the day and at home. Children are very well behaved because staff have a positive attitude to behaviour management. Consequently, children know the simple rules and what the boundaries are. Children learn to play cooperatively from an early age as staff encourage them to share and take turns.

Children are accommodated in a clean, comfortable exciting environment that is secure and well maintained. Staff put a lot of effort into the presentation of their rooms, resulting in interesting, attractive and child-friendly surroundings. For instance, there are covered cosy areas in all rooms, which are beautifully presented and areas for children to investigate and use their curiosity. Children explore a wide range of quality resources in their rooms which cater for all areas of learning. Play materials are arranged to be easily accessible; this encourages children to help themselves and follow their own interests. Children gain a good sense of belonging as they see many examples of their artwork and photographs displayed.

Children are offered a range of healthy snacks and meals; they enjoy talking with staff about what they are eating and the effect food has on their bodies, successfully promoting their understanding of healthy eating. The nursery provides healthy and home-made nutritious meals and children benefit from the carefully balanced menu offered. Children's good health is promoted further as they gain a good understanding of the importance of exercise, through regular daily access to the outside. Here, they enjoy the fresh air and activities that encourage movement. Children learn about their own safety. For example, during 'forest school' activities staff explain about hazards as children climb up trees and use real tools to make items, such as 'broomsticks'. They learn how to keep themselves safe in an emergency as they practise regular fire drills. Children learn how to keep themselves and others safe with the support of staff. They talk to them about safe actions and behaviours, such as not throwing sand or toys.

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

This inspection was brought forward due to an allegation about a member of staff. The nursery management dealt with this incident very efficiently and effectively, demonstrating their robust safeguarding procedures. This included notifying agencies with statutory responsibilities without delay and informing Ofsted. Children play in a secure, safe environment. Staff have a good knowledge of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Staff have attended a safeguarding course. As a result, they are aware of their responsibilities and know what actions to take in the event of any child protection concerns. Any risks to children are managed very effectively, enabling the children to move around their environment freely and safely accessing resources as they choose. Risk assessment is comprehensive and covers the premises, aspects of children's play both indoors and out, trips out and the security of the 'forest school'. Documentation for the safe and effective management of the setting is very well organised, regularly reviewed and updated to take account of revised legislation and best practice. This ensures children's safety and well-being is effectively promoted. The management team ensures that ratios are well maintained at all times, effectively supporting the safety and security of all children. Recruitment procedures are rigorous to ensure staff suitability. They include a thorough induction process and a three month probationary period. This ensures that all staff working with the children are suitable to do so and competent to fulfil their roles.

Staff are motivated and keen to develop the nursery. Performance management processes are effective to support consistency of practice. There are comprehensive supervisions and observations of staff in place and a detailed appraisal system. Staff complete a range of training courses and they are encouraged to continue to increase their knowledge through ongoing training. These not only help to assure personal professional development, but also enhance the nursery provision and lead to maintaining good quality care for all children. Management and key persons monitor the progress of the children and the educational programmes. This is completed by the use of regular staff meetings and tracking the children's achievements. As a result, the children are progressing well in their expected levels of learning, with some children being advanced in these levels.

Self-evaluation of the nursery is good and identifies priorities for development. The manager and staff are dedicated and enthusiastic and have a positive attitude to improving the quality of care and education they provide for the children. Ongoing self-evaluation and critical reflection, which takes account of the views of staff, parents and children, form part of this process. This leads to a clear awareness of the strengths of the nursery and the identification of areas for improvement. Detailed action plans are devised to address these issues. As a result, staff are able to organise how and when they might implement the improvements to better the quality of care for the children, over time. For example, they have made links with the local farmer, where they collect fresh eggs and enjoy 'tractor rides'. Also they are considering opening the 'forest school' on Saturdays. The aim of this is to enhance children's learning in the community and encourage families to understand the skills taught at 'forest schools', which in turn helps children's overall development. Management and staff have also completed all of the recommendations

from the last inspection which demonstrates their drive for improvement. Staff feel valued and they create a happy environment where children thrive.

Staff develop strong partnerships with parents, which helps to ensure they have a firm understanding of the children's and families' needs. The nursery is committed to working in partnership with parents and seeks the views of parents in a variety of ways to further enhance practice. On their child's entry to the provision, they are provided with the opportunity to see all the comprehensive policies and procedures that cover all relevant legislation. Parents receive quality newsletters and can review detailed notice boards to gain further information about the nursery. Comments from parents indicate they are happy with the caring, friendly staff and the service provided. To aid all children, good links have been established with outside agencies, such as the local authority and other agencies. This also ensures that children's specific needs are assessed and that appropriate support is given over time.

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 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	EY423778
Local authority	Derbyshire
Inspection number	910901
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	54
Number of children on roll	92
Name of provider	Derby College (Broomfield)
Date of previous inspection	12/06/2012
Telephone number	01332836620

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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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