

# The Young Explorers Day Nursery Ltd

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

<b>Inspection date</b>	30/09/2013
Previous inspection date	28/11/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 their learning and development, as a result of consistently good teaching, which provides exciting and challenging activities that meet the needs of all children.
- The strong key person system supports engagement with all parents in their children's learning and development in the nursery and at home. Consequently, this shared approach successfully contributes to the good progress children make.
- Children's personal, social and emotional development is promoted well through a range of activities that help them to play cooperatively with their friends and make relationships. This means children are prepared for their next stage in learning, which is usually starting school.
- Children's welfare is effectively promoted through robust safeguarding procedures which help keep them safe.

### It is not yet outstanding because

- There is scope to develop further opportunities that support children's very good early literacy and reading skills in the outdoor area.
- There is scope to further enhance self-evaluation, by ensuring that parent's views are routinely sought to promote even higher levels of achievement for children.

## **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 carried out a joint observation with one of the managing directors.
- The inspector spoke with the managing directors, deputy, practitioners, children and parents at appropriate times throughout the inspection.
- The inspector observed activities in the main playrooms and outdoors.
- The inspector viewed all relevant documentation, including policies and procedures, learning and development records and safeguarding documents.

## **Inspector**

Jane Tucker

## Full Report

### Information about the setting

Young Explorers Day Nursery was registered in 2002 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a detached property in the Darley Dale area of Matlock. The nursery serves the local area and is accessible to all children. There is an area available for outdoor play.

The nursery employs 23 members of childcare staff. Of these, 21 hold appropriate early years qualifications at level 2 and level 3 or above. Two members of staff hold Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 115 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

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

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

- enhance children's early interest in literacy and reading in the outdoor environment by, for example, using signs, names and letters so that they can learn about words and make connections in their play
- enhance self-evaluation even further, for example, by routinely taking into account the views of parents, to continue to improve the nursery even further and move forward for the benefit of the children.

## Inspection judgements

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

Practitioners have a good understanding of the seven areas of learning, which ensures they are skilled in planning to meet the individual needs of each child. They use their knowledge to identify specific starting points for each child. Observations are recorded of children's play and are used to plan exciting and challenging activities, which build on their learning and enhance their experiences. Consequently, assessments show that children thrive and make good progress in their learning and development.

Teaching is consistently good throughout the nursery and all practitioners have a thorough understanding of how children learn. In particular, practitioners in the pre-school room have a strong focus on the prime areas of learning. These are planned for effectively,

which allows children to develop the necessary social, communication and physical skills, which prepare them well for school. For example, a practitioner cleverly separates children into four groups of four. He provides them with wooden building blocks and asks them to work together to build a tower. Children demonstrate their ability to share as they take it in turns to place the blocks on top of each other. They display friendly behaviour, initiating conversation with their peers about where the shapes should go. This shows their ability to listen to one another and respond in small group situations. A sand timer is used to help extend some children's concentration and the practitioner refers to it occasionally to help children focus on their task. When some groups of children have finished they show they can sit quietly and wait for the other children to finish. This demonstrates children's ability to show sensitivity to others and adjust their behaviour to different situations.

An attractive book area in the two- to three-year-olds room successfully helps to promote children's interest in early literacy and reading, as children share books with practitioners. Children fill in the missing words or phrases to well-known nursery rhymes and practitioners point to each word they are reading to help children learn that print carries meaning. Picture books also encourage children's early mathematical language as they count 'nine balls' and 'ten bumble bees' with a practitioner. Effective questioning encourages children to say that 'bees make honey' and 'they live in a hive', which shows their ability to understand the world and the natural environment. However, there are fewer opportunities outdoors for children to focus on meaningful print and make connections in their learning. This means children's very good early reading skills are sometimes not as well promoted as other areas of learning.

Creative activities encourage pre-school children to develop their writing skills and give meaning to marks they make, as they write in powder paint. One child writes the letter 'K' and says 'that's for Kevin'. When the practitioner asks, 'Who is Kevin?' The child replies 'it's my daddy', which shows her immediate sense of her family and relations. Another child writes the letter 'A' and says 'that's for Andrew, my daddy, and 'D' is for daddy', which demonstrates her ability to hear and say the initial sounds in words.

Babies and toddlers explore a wide range of exciting objects and textures in their cosy rooms. Well-planned areas allow babies to crawl, roll and stretch in safety. Stimulating resources, such as toys with buttons to press, are available for toddlers to handle and manipulate to promote their physical development. Babies and toddlers enjoy moving their bodies to music, as they imitate actions, such as clapping their hands and stamping their feet. This demonstrates effective characteristics of learning as babies and toddler begin to explore media and materials as part of their exploration of the world around them.

The strong key person system ensures parents are well informed about their children's achievement and progress. Parents' evenings provide opportunities to share information about their child's development and share their observations from home. Comments recorded on children's two year progress checks show how happy parents are with the progress their children are making. This demonstrates that parents' contributions are welcomed and this shared approach successfully contributes to the good progress children make.

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

The environment is very stimulating and welcoming. Practitioners work hard to offer a wide range of resources to children that maintain their interest and build on existing learning. There are many learning areas throughout the environment, which allow children to be independent because resources are stored at age-appropriate heights. As a result, children can play with their friends, use their imagination and become entrenched in their learning. Practitioners foster children's sense of belonging well through the display of their paintings and collage work all around the nursery. Babies and toddlers share a warm relationship with their key person and other practitioners, who are caring and patient towards them. Practitioners gather good information from parents about their child's care needs and flexible settling-in routines help children create strong attachments with practitioners. Consequently, practitioners provide a strong base for children's developing independence and exploration, which promotes their self-esteem and well-being.

Practitioners support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. For example, pre-school children take part in their morning exercise session, where they begin their routine by stretching up high and touching their toes. They are learning about a variety of beans, and when they call out 'runner beans' they begin their morning 'jog' around the patio area. This is followed by actions and movements for string beans and jelly beans, which the children have created. When the practitioner asks them if they remember the action for French beans, the children shout 'Ooh la la' and laugh and giggle to each other, which show that their learning is fun. Mealtimes are sociable occasions and children are learning to be very independent in their everyday tasks. For instance, at lunchtime children serve themselves and pass the trays of food on to their friends. They pour their own drinks at snack time and use a continuous snack provision, which allows children to listen to their body messages and decide when they are hungry and thirsty. This promotes children's learning about self-care as they begin to understand good practice with regard to eating and exercise.

Practitioners caring for babies and toddlers are attentive to their individual needs. There is a separate sleep area for babies, which is quiet and helps them remain secure and settled. This promotes their physical and emotional well-being. Caring practitioners talk to babies as they are changing their nappies to help them feel content and relaxed. Good nappy changing procedures are followed and practitioners ensure that good hygiene practices keep babies safe and healthy. Older children learn to be independent as they manage their own care needs and practitioners support toddlers' growing confidence as they allow them to do things for themselves.

Practitioners act as good role models in the nursery. They are polite to each other and work well as a team. As a result, children behave well and play cooperatively with their friends. Practitioners offer children frequent praise and encouragement, which raises their self-esteem and encourages positive behaviour. Children are encouraged to use good manners and are observed to say 'excuse me please' to their friends as they are trying to get past them. This promotes children's personal, social and emotional development as they learn to make relationships. Children's transition between rooms is managed well and

visits are planned with key persons until children feel settled in their new environment. Transitions to school are supported well, as teachers visit children at the nursery. Practitioners also organise physical education sessions, where children get changed into appropriate clothing as they would do at school. This helps children to know what to expect and prepares them for their next stage in learning, which is usually starting school.

All children enjoy access to the outdoor area, including toddlers and babies and many learning opportunities take place outside. Children understand the importance of going outside for daily fresh air and a large canopy protects children as they play outside in all weathers. The outdoor space is rich in opportunities for children to develop their physical skills, including their large motor skills, such as pedalling, crouching and climbing on tyres. Children learn how to take risks and keep themselves safe as they jump into open spaces and manoeuvre their wheeled toys around their friends.

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

Effective safeguarding policies and procedures are in place, which include the procedure to follow in the event of an allegation being made against a member of staff. The policy and procedure also includes guidance and ways to inform the Local Safeguarding Children's Board and Ofsted, which the directors and practitioners fully understand. The directors have a good understanding of their roles and responsibilities with regard to children's safeguarding and welfare, and understand their accountability to protect children in their care. In addition, all practitioners have a good understanding of safeguarding and welfare requirements and are aware of their responsibilities in this respect. Written procedures for dealing with safeguarding incidents are robust and all records of complaints are recorded in writing. This helps to ensure children's safety.

Robust recruitment procedures are in place and the directors ensure that people looking after children are suitable to do so. All practitioners are vetted by the Disclosure and Barring Service to help guarantee children's safety. Safeguarding policies and procedures include the use of mobile phones and cameras in the nursery, to protect children from their misuse. Risk assessments are conducted on areas used by children and reasonable steps are taken to minimise risks. All practitioners hold current paediatric first aid certificates, which support their understanding of dealing with minor injuries. Good induction procedures ensure practitioners understand how the nursery operates and practitioners are given a staff handbook, which includes important policies and procedures. This ensures children are cared for by a suitable team of practitioners who are well aware of their roles and responsibilities. Supervisions are carried out every four months and practitioners have opportunities to set any personal targets for their own professional development.

The directors and deputy manager monitor the levels of planning and assessment to make sure these are consistent and display an accurate understanding of all children's skills, abilities and progress. Tracking systems have also been introduced to ensure that all children are making good progress and to identify any gaps in learning. Practitioners are observed to evaluate their performance. This results in clear targets for improvement and

the planning of focused support so that children benefit from practitioners' knowledge and skills. Self-evaluation effectively identifies strengths and weaknesses, however, it does not routinely take into account the views of parents. This means they are not always fully involved in how the nursery continues to improve and move forward for the benefit of the children attending.

Parents are warmly welcomed into the nursery and are very happy with the care and learning offered to their children. The nursery also has close links with the local schools and other settings, which means children receive continuity of care as practitioners share mutual support and ideas for best practice.

### **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

<b>Unique reference number</b>	EY454663
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	933406
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	84
<b>Number of children on roll</b>	115
<b>Name of provider</b>	The Young Explorers Day Nursery Ltd
<b>Date of previous inspection</b>	28/11/2012
<b>Telephone number</b>	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, 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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