

Inspection date

24/10/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- Children make very good progress towards the early learning goals. Staff consistently motivate children with thought provoking activities and play experiences, extending and developing their communication and language skills.
- All staff have an acute knowledge of each child and skilfully interact with children to extend and challenge their thinking during play.
- Meticulous assessment and planning for children's individual progress means that children thrive through staff's support for their individual learning styles.
- Excellent use is made of the indoor and outdoor learning environments to provide high quality learning experiences. The staff provide an extensive range of resources that inspire children and encourage them to initiate their own learning.
- Children and their families are highly valued and excellent partnership with parents and other agencies contributes significantly to the staff's knowledge of children's individual needs.

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 playrooms and the outside learning environment.
- The inspector had discussions with staff, children and parents.
- The inspector undertook a joint observation with a joint registered person-manager in a play room.
- The inspector sampled a range of documentation including the self-evaluation form and improvement plan, children's records, planning, safeguarding procedures, policies and information from a parents' survey.

Inspector
Angela Cole

Full Report

Information about the setting

Little Explorers registered in 2012. The setting is privately owned by the Little Explorers partnership. All four partners are experienced childminders who have level 3 qualifications. The setting operates from dedicated rooms on domestic premises and has sole use of these rooms during opening hours. Children access the garden room, games room and dining room. They use two enclosed outdoor areas and have access to the allotment, an orchard and playground. Children have access to a range of farmyard animals. The setting opens each weekday during term time from 9.15am to 2.15pm. It is registered on the Early Years Register. There are 37 children on roll aged from two years to under five years. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years. There are six members of staff. Of these, five hold appropriate early years qualifications and one staff member is working towards a level 3 qualification.

What the setting needs to do to improve further

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

- review the opportunities to maximise children's involvement and learning while others are washing before meal times.

Inspection judgements

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

The setting consistently achieves high standards across every aspect of its work. It offers exceptional educational programmes in each area of learning for all children. Assessment is precise and includes the views of all those involved in each child's learning. Staff rigorously research children's base line achievements and willingly make home visits where required. Staff closely monitor children's progress at measured intervals, including completing very detailed progress checks for two-year-old children. They use this knowledge with skill to secure timely interventions and support, based on a comprehensive knowledge of children and their backgrounds. This helps all children make rapid improvement in their learning from their starting points with any gaps closing seamlessly.

Children achieve very good progress in all of their development. In personal, social and emotional development, key persons and their buddies offer highly consistent, personalised support. As a result, children establish secure relationships with each adult and other children. Staff successfully offer challenges for children to develop physically by

providing rich, varied and imaginative experiences. For example, children play extremely energetically outdoors where they have a fantastic time devising games in the willow area, balancing on planks and experimenting with a tube system. The staff have high expectations of themselves and for children. They offer tailored stimulation and impeccable support to extend children's communication and language skills. Excellent use is made of clear speech and sign language for children to communicate and to make very good progress in early literacy skills. Children listen enthralled to favourite books, eagerly joining in with key words and confidently recalling the plot. They enthusiastically act out stories using puppets and features of the outdoor play spaces they choose, for example for the three pigs' houses. Staff place a particularly high emphasis on 'story making'. For example, young children fully contribute to creating a story as they choose toy animals from a box to continue the story line. However, during routines when children wash their hands before lunch, staff do not use the opportunity to fully capture the interest of those children who are waiting and extend their learning.

Children gain excellent self-esteem. They recognise their names around the setting, including on their coat hooks and on displayed work. Monitors for the day thoroughly enjoy selecting picture symbols for the weather patterns they observe and eagerly help, for example to prepare snack foods. The staff have expert knowledge of each aspect of the areas of learning and a very clear understanding of how children learn. Staff take meticulous note of children's play interests and preferences, immediately incorporating these into their activities and planning. For example, young children become engrossed in matching numbers they find outdoors to a number line; staff note this and straightaway encourage them further. Excellent use is made of enjoyable routines to extend children's understanding of 'more' and 'less'.

Children have a wealth of experiences to enhance their understanding of the world around them, including feeding farm animals on site and recognising seasonal changes. Children receive exceptional support to explore a wealth of different media and materials and to use their imagination. They become engrossed in role play and respond to combine materials to produce works of art, for example designing with natural materials in clay and dough. The staff's thoughtful and wide ranging promotion of children's all-round development enables children to thrive in a supportive, interesting and exciting learning environment. Consequently, children have excellent pre-school experiences, ensuring that they are very well prepared and supported for their moving on to school.

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

Children achieve exceptional physical and emotional development. They form very strong bonds with their key persons, who are always highly attentive to their well-being. Staff are extensively skilled and sensitive in helping children form secure emotional attachments. Staff provide a very strong base for children's developing independence and exploration. Staff offer meaningful individual encouragement to children, while knowing precisely when to stand back and give them space to develop their own thinking. All children show high levels of self-control during group activities, including circle and story times as they listen alongside those of different ages. Children show concern for others from a young age and

soon learn to willingly share and take turns with others. Pre-schoolers demonstrate highly developed negotiating skills, for example to enhance their role play. Children gain excellent confidence in varied, social situations.

The staff consistently give the highest priority to the safety of children and most effectively support their growing understanding of how to keep themselves safe and healthy. Children develop an excellent understanding of how to manage risks and challenges relative to their age. They safely negotiate wide spaces in the garden to run around and young children climb on low level equipment by themselves. Children become used to taking part in assessing risks for themselves, particularly concerning their health after feeding the animals. Children revel in their 'Forest School' type activities. Under close supervision, they whittle sticks with peelers to toast marshmallows on a camp fire. The setting provides an exceptional and continuously developing environment that is highly stimulating. Children hugely benefit from the abundance of child-accessible and natural resources that promote outstanding learning through extensively challenging children both in and out of doors.

Children gain an excellent understanding about the importance of a healthy lifestyle. They choose to spend much time outdoors in the fresh air. Children decide whether they will play in or out of doors in the garden in rain and sunshine and discuss how to dress accordingly. They thrive as they challenge themselves to climb, and dig in sand and soil. Children gain an excellent understanding about their personal hygiene, including that they 'wash off all those sheep germs'. They access drinking water for themselves from a cooler or a jug when in or out of doors. Parents receive clear information about nutritious foods to send and children eagerly insert ice packs into their lunch boxes. Children eat very healthy snacks and serve themselves with the quantities they require. They are extensively involved in routine preparation of healthy foods and in discussing their favourite tastes, including melon.

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

The management has an excellent understanding of their responsibility to make sure that the setting's provision meets the safeguarding and welfare requirements. Comprehensive safeguarding arrangements are in place in the detailed policies and procedures. Each staff member has a very clear understanding of the issues to respond promptly to where there is a concern about a child. The use of rigorous recruitment and induction procedures help to check the adults' suitability to work with children. Implementation of a highly effective risk assessment programme results in the premises being entirely secure and safe. Close staff supervision at all times adds to children's safety. Senior staff regularly update all required documentation and policies to underpin the safety and well-being of all children.

The joint leadership of the setting is inspirational. The highly successful and well-documented drive to improve children's achievement demonstrates the striving for excellence in all aspects of practice. High-quality supervision, which includes staff observing each other, results in a targeted programme of professional development. This

ensures staff are constantly improving their understanding and practice. Overall, staff are very well qualified and children significantly benefit from their exemplary, continual aim to improve. Self-evaluation is a key feature of the setting to identify areas for development in relation to all aspects of the provision. The management highly values advice and support, including that from the local authority. Extensive monitoring and analysis of children's levels of attainment result in further improvement of the educational programmes to sustain the best possible progress.

Highly effective partnerships between the setting, parents, external agencies and other providers enable staff to quickly identify and exceptionally well meet children's needs. The setting is extremely proactive in establishing exemplary working partnerships. Links with each early years provider involved with children promote excellent continuity of care and learning. The children's key persons foster highly productive relationships with parents and carers. As families settle, staff strive to promote full sharing of information about children's care and learning in the setting and at home. Staff fully value the views of families and always consult them over plans for their children. As a result, all children receive the motivating support they need. Parents and carers are highly appreciative of the friendliness and expertise that the staff share.

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	EY448133
Local authority	North Somerset
Inspection number	935131
Type of provision	Childminder
Registration category	Childcare - Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	37
Name of provider	
Date of previous inspection	not applicable
Telephone number	

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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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