

Little Explorers

Britannia Road, Burbage, Hinckley, Leicestershire, LE10 2HE

Inspection date	04/12/2013
Previous inspection date	06/03/2012

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		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

- Staff have an excellent knowledge of how children play and learn and record detailed observations of children's progress. This means that teaching is very good and staff plan exciting and challenging activities through which all children make rapid progress.
- Parents are fully involved in their children's learning as they are encouraged to support this both at home and at the pre-school. They make valuable contributions to children's progress records and share information about what children know and can do each day.
- Children are extremely safe as the provider ensures staff continually update and implement their comprehensive knowledge of safeguarding and child protection.
- Children are very happy and settled in the friendly and welcoming environment because the caring staff ensure their health and well-being is given the utmost priority. Staff involve parents in healthy lifestyle initiatives, so that children learn to make healthy choices.
- The superb drive and dedication of the provider and staff results in highly effective monitoring and self-evaluation systems, which lead to continuous improvement in children's excellent learning opportunities.

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 the large playroom and the outdoor play area and completed a joint observation with the manager of the pre-school.
- The inspector held meetings with the manager and the provider of the pre-school.
The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of suitability of staff working in the pre-school and a range of other documentation.
- The inspector also took account of the views of parents and carers and children spoken to on the day.

Inspector

Catherine Sharkey

Full report

Information about the setting

Little Explorers was registered in 2011 and is privately owned and managed. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the Scout Headquarters in Burbage, Leicestershire, serves the local area and is accessible to all children. The pre-school opens Monday to Friday, from 9.15am to 2.15pm, during term time only. There is an enclosed area available for outdoor play.

The pre-school employs nine members of childcare staff. Of these, all but one hold appropriate early years qualifications at levels 3 to 6. The provider has a BA Hons in Early Childhood Studies and holds Early Years Professional Status. Children attend for a variety of sessions. There are currently 55 children attending, who are in the early years age group. The pre-school provides funded early education for three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities and those for whom English is an additional language. It receives support from the local authority.

What the setting needs to do to improve further

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

- continue to build on the already excellent collaborative working with parents on how they can support children's welfare and learning.

Inspection judgements

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

Staff obtain very detailed information from parents about children's interests and what children know and can do. They carry out an initial assessment once children settle at the pre-school and this information is used as a clear starting point from which they plan children's individual next steps in learning. Regular observations and assessments inform planning, which clearly shows what each child needs to do to build on their learning, so that they all make rapid progress. This information is collated and reviewed regularly, so that any gaps in learning are quickly identified and addressed. Staff involve parents in children's learning extremely well as they provide them with activity packs and books to take home to work on with children, then encourage them to feed back about what children learned. This is included in their progress records and parents also contribute photographs and written information about children's achievements and interests at home. This means that staff know children very well, which enables them to plan activities in which the child is interested and therefore, engaged. Staff encourage parents to talk to children about their home cultures, share food and stories and to attend play sessions with

their children. This extends all children's knowledge and awareness of the wider world and informs parents about how children play and learn. Parents are exceptionally well-informed about children's progress and activities through daily contact with staff, particularly their child's key person. Children's progress records are available for parents to look at or take home, so that other family members are involved in children's learning.

Children between the ages of two and four years are grouped in one large room, which is extremely well-organised with separate play areas which are very well thought out. Children enjoy sharing books in a cosy book corner and are very imaginative as they make up stories using the small world toys, dressing-up clothes and an extensive range of creative activities and resources. They are extremely well-prepared for school and for the next stage in their learning, as they recognise their names, letters and sounds and know mathematical concepts. This is because staff provide many challenging and stimulating opportunities for children to make marks, write letters and numbers, count and learn about volume in the sand and water play. They use individual children's interests to engage them in play, which builds on the next steps in their learning. For example, a child who loves to play in the sand learns about capacity with different sized containers, the concepts of full and empty and how wet and dry sand behave differently.

Children develop their physical skills extremely well through their use of the climbing and balancing equipment at the pre-school and the nearby park. They are taken for many walks across the fields so that they learn about nature and the local environment, as they see the horses, ducks and hens or watch a farmer mending a gate. Children learn to care for living things and where food comes from because they grow vegetables and flowers and learn about the hens, which a visitor brings in to show them. Children with special educational needs and/or disabilities are extremely well-supported, staff work closely with parents and outside agencies and ensure children's needs are fully met. The room is rich in print and colourful displays of children at play, children from other countries and captions about what children are learning. Some of these are in children's home languages, as well as English, so that they are learning to recognise both. Teaching is excellent, staff use very skilful questioning, in order to challenge children in their thinking and learning, which helps them to solve practical problems in their play and to gain skills which they use in a range of situations.

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

Children are extremely happy and settled at the pre-school as they form very close bonds with their key person and the kind and caring staff. Staff obtain detailed information from parents about children's needs, likes and dislikes, which means they are very aware of how to support each child and meet their individual needs. Parents say children really love the pre-school and they are very confident to leave them as they know they are safe, happy and extremely well cared for. Parents and staff work closely together on children's potty training and care routines, so they have consistency and feel secure. Staff monitor children's well-being and involvement through an effective observation system and record this, so that they can identify any necessary steps to take to address this. They encourage children to express their feelings through stories and discussion with puppets and picture cards which show a range of emotions. Children show they are very emotionally secure

because there are excellent relationships between all staff and children and they are praised frequently for their achievements. Children enjoy showing their work to each other and staff as they are made to feel valued and proud of their pictures and models.

Staff work very effectively with parents on healthy eating and fitness initiatives, so that children have healthy food in their lunchboxes and learn to make healthy lifestyle choices. They have outdoor play and plenty of exercise each day in the pre-school play area and on many outings around the local area. Staff are keen to ensure children are active for the recommended amount of time each day, so that they are healthy. Children learn to be independent, as they butter their crackers at snack time, pour their drinks and manage their personal care routines very well. They have a wide range of fruit, yoghurt and other healthy foods at snack times and they also choose when to have this, which develops their independence.

Behaviour is excellent and staff manage this extremely well. All children play very happily together and do not often need reminding to share the toys or help to tidy up. Parents say they have noticed significant progress in children's confidence and social skills since they have been at the pre-school because staff encourage all children to get to know each other and join in with songs and rhymes. Staff teach children how to keep themselves safe and to manage risks safely as they climb stiles on their outings and use the large equipment at the park. Transitions to schools are managed extremely well, so that children are emotionally secure. Staff arrange reciprocal visits, so that children become familiar with the schools and new staff. They are exceptionally well-prepared for school routines, such as getting changed for physical education. or going to the hall for dinner. This is as a result of the highly effective links with local schools. Children dress-up in the uniforms and look at photographs of their schools, which staff display. Parents are involved in the process and information is shared with teachers, so that children's needs continue to be met.

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

Children are exceptionally well safeguarded at the pre-school because the provider and the manager ensure that staff have a highly comprehensive knowledge of the safeguarding and child protection policies and procedures. The provider asks detailed questions on a regular basis, so that their knowledge is sharp and they are very aware of how to notice and report any concerns. They are extremely vigilant in their supervision of children, the premises are very secure and there are robust procedures for the collection of children and the recruitment of staff. Daily risk assessments are very effective in ensuring the premises and equipment are safe and staff carry out rigorous risk assessments for each outing they take children on, so that they are safe at all times. Staff work very effectively with parents to raise their awareness of safeguarding issues, so that they work as a team to protect children even further.

Leadership and management are excellent as the provider is absolutely passionate about striving to provide the best possible care and learning opportunities for all children. She and the manager work extremely well together to monitor staff practice, the planning for

learning and all aspects of the provision. Regular appraisals, supervision meetings and observations of staff ensure that the high quality of teaching is maintained, so that children continue to receive stimulating and exciting learning experiences. Sharply focused training and coaching improve the knowledge and skills of staff and they have excellent opportunities to shape their professional development. The provider is an experienced trainer and the local authority and an outside company are all utilised to ensure that staff's knowledge and skills are up to date and continually improving. As a result, staff are extremely well-motivated and work highly effectively as a team to identify specific areas for improvement. They all contribute to an ongoing action plan and regularly reflect on their teaching and evaluate what children learn from the activities and look at whether it matches what they want each child to learn. Planning is adapted as a result of their evaluations and observations, so that all children make very good progress. The views of parents and children are included in the self-evaluation process, so that everyone's needs are met and leaders and managers are keen to further extend the collaborative working with parents.

There are extremely strong links with other local early years providers, schools and outside agencies because the provider initiates very effective partnership working. Staff visit the other setting owned by the provider and other local settings, in order to observe best practice and share ideas. This means they continually improve their own practice and skills and provide fresh and exciting activities for children. They work closely with schools, so they know exactly what children need to be able to do when they start school, which gives children a firm foundation for their future learning and life skills. Staff from both settings give objective views on areas for improvement and they attend local network meetings for training and mutual support. Information is shared with children's childminders and passed on to parents, so that their learning and well-being are supported very effectively. Support is also received from the local authority improvement advisor and a Sure Start centre. The exceptional enthusiasm and dynamic drive of the provider are communicated to all staff, so that they continue to provide extremely high standards of care and learning for children and excellent support for staff and families, which results in a safe and welcoming learning environment in which children make very good progress.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY436382
Local authority	Leicestershire
Inspection number	870938
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	55
Name of provider	Alison Bates
Date of previous inspection	06/03/2012
Telephone number	01455213779

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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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