

Tiny Explorers

Portal Place, Longhoughton, ALNWICK, Northumberland, NE66 3JN

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| Inspection date | 31/01/2014 |
| Previous inspection date | 09/11/2010 |

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| The quality and standards of the early years provision | This inspection: | 2 |
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| 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 take part in a good range of stimulating activities that are tailored to meet their individual learning needs because staff have a sound knowledge of children's interests. As a result, children make good progress in their learning and development.
- Staff are good role models and are caring and attentive. As a result, children feel safe and secure.
- The staff have a good knowledge of their responsibilities with regard to the safeguarding and welfare requirements. Consequently, children are kept safe and secure in the setting and their needs are effectively met.
- Self-evaluation and performance management are effective and rigorous. This means that areas for development are accurately identified and appropriate action is taken to secure improvement and good quality care for all children.

It is not yet outstanding because

- There is scope to further develop the involvement of parents when gathering information about children's individual starting points upon entry to the nursery.

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

Inspection activities

- The inspector had a tour of the premises, including the outdoor area.
- The inspector spoke with the management team, staff and children at appropriate times throughout the day.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion.
- The inspector conducted a joint observation with the management team.

Inspector

Julie Campbell

Full report

Information about the setting

Tiny Explorers opened in 2004 and is on the Early Years Register and the voluntary part of the Childcare Register. It is owned by a registered charity and is part of the Little Flyers Childcare Group. The setting operates from a purpose-built building in Longhoughton, Northumberland, and provides both sessional and full day care for children from the surrounding area. There are fully enclosed outdoor play areas adjacent to the building.

There are currently 17 children on roll, all of whom are in the early years age group. Opening hours are from 7.30am until 6pm all year round, except Bank Holidays and two weeks at Christmas. The setting supports children who speak English as an additional language and children with special educational needs and/or disabilities. There are currently six members of staff employed to work directly with the children. Of these, one holds a qualification at level 6, one holds level 5, one has level 4, two hold level 3 and one has a foundation degree.

What the setting needs to do to improve further

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

- develop more opportunities for parents to contribute to their children's starting points on entry into the setting, to enable staff to plan for individual needs.

Inspection judgements

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

Throughout the nursery, children make good progress because staff use their good knowledge of how children learn to effectively support and promote their development through activities that reflect their interests. Through careful observations and assessments, staff skilfully identify children's interests and use this knowledge to plan activities to suit individual needs. This means that activities planned for children are interesting and keep them motivated to learn. The staff have effective assessment arrangements in place to accurately track the progress of each child and check that they make consistently good progress. Staff complete a range of assessments, including the progress check at age two, monthly summary sheets, and 'learning journals'. This information is analysed by the management team to assess the levels of children's attainment. This is effective in highlighting any gaps in attainment, and also enables staff to identify where children may need additional support. Children attending who have special educational needs and/or disabilities are well supported with action plans, and the key person liaises with parents and other professionals to ensure individual needs are met. Children's understanding of diversity and difference is promoted as they celebrate festivals and special events from around the world. They use resources that reflect positive images

of people from different cultures. This ensures that children learn to value aspects of their own lives and the diverse society in which they live.

Pre-school children are effectively taught to be independent when pouring their own drinks and counting out how many children are attending at the start of the day. They confidently follow established routines and know, for example, to put on their weatherproof suits before going outside when the weather is damp and cold, and to put on an apron before painting. Staff use their skills and knowledge to promote children's communication and language. Parents say that their children have made good progress in their speech and interaction since attending the nursery. This is because staff use every opportunity to ask open-ended questions and encourage children to respond fully, giving them time to gather their thoughts before they respond. For example, when painting at the easel, staff give children the time to discuss their pictures. This high level of interaction is largely responsible for the quick development of children's language skills.

Parents are kept well informed about their children's achievements through conversations with their child's key person as they drop off or collect their children. They also have access to their children's 'learning journey', and have regular discussions with staff about their children's progress and how they intend to meet their child's learning priorities. However, opportunities to use parents' knowledge regarding children's starting points upon entry to the setting are not fully exploited, and therefore staff do not have all the available information to plan for individual needs from the child's first session.

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

Staff are kind, caring and attentive. As a result, the attachments between the key person and the children are strong and promote children's well-being. Staff have successfully created an exceptionally caring and secure environment where all children are warmly welcomed and feel extremely well supported. Children are happy and engage well in their play. This helps to promote their emotional well-being. Parents say that their children are 'happy to come to nursery' and that they frequently talk about their friends and nursery staff at home. Staff work very sensitively with all children, helping them to settle at their own pace. For example, the number of visits and length of time children are left initially varies greatly to meet individual needs. As a result, children are confident, come into nursery smiling and are happy to be there.

Staff are positive role models. They model how to use resources, interact with children and play with them at their level. Children enjoy the company of staff and invite them into their play. Secure attachments are evident and children are happy and settled. Behaviour is managed in a positive way, and as a result, children are well behaved and learn good social skills. For example, children learn good manners by saying 'please' and 'thank you' at snack and meal times. Staff give children lots of praise and clear explanations about expected behaviour. Consequently, children's behaviour is good and their self-esteem is high. Children are building a knowledge and understanding of managing risk through taking part in everyday discussions. For example, a member of staff and children use phrases, such as 'sensible', if children are doing something that could cause an accident. Children are able to describe what sensible behaviour should look like.

All children have access to developmentally appropriate outdoor spaces. This means that they can develop their physical skills and get fresh air and exercise. Staff continually reinforce children's understanding of how to keep themselves healthy through daily practices and planned activities. For example, they use a 'wash your hands' song at mealtimes to discuss with children the importance of hand washing routines. Staff have a good understanding of the procedures required when administering medication and dealing with accidents in order to safeguard children's health, and all staff have completed paediatric first aid training.

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

The management team fully understand their responsibility in meeting the safeguarding and welfare requirements. As the designated lead for safeguarding, the manager has a good understanding of her role and all staff are well versed in what to do should they have concerns about a child. Robust recruitment and vetting procedures are in place, which ensure that children are cared for by suitable adults. Induction for staff includes safeguarding and health and safety, such as evacuation procedures and first aid training. Regular supervisions, peer observations and appraisals help the management team to identify training and development needs and ensure that staff are aware of their roles and responsibilities. The nursery's self-evaluation is robust and reflects the setting's aims and the management's vision for the future. The self-evaluation is carried out in consultation with parents and staff.

The management team have a good understanding of the Statutory framework for the Early Years Foundation Stage and of their role in monitoring the delivery of the educational programmes. The quality of teaching and learning are monitored through peer observations and regular reviews of children's assessments and planning. This means that staff can continually reflect on their practice and recognise when they are doing well. The management team also work alongside staff, which means they can monitor the quality of teaching and children's play and learning experiences first hand.

Parents are supportive of the nursery and comment that they feel very welcome. It is apparent from the comments made that parents are extremely pleased with the care their children receive. Parents say that they highly recommend the setting to others and feel that their children are making good progress with the 'brilliant' and 'interactive' staff. Partnerships with other professionals, such as speech and language therapists and physiotherapists are also in place and staff know where they can access a wide range of advice and support if they need to. The team work well with their local authority adviser and welcome and embrace the advice and support provided. Good partnership working successfully promotes continuity for children and ensures that they are fully supported in all aspects of their care and learning.

The Childcare Register

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

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| Unique reference number | EY290017 |
| Local authority | Northumberland |
| Inspection number | 877764 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 50 |
| Number of children on roll | 17 |
| Name of provider | Little Flyers Childcare Group Committee |
| Date of previous inspection | 09/11/2010 |
| Telephone number | 01665 577390 |

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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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