

Little Explorers Day Nursery

Little Explorers Day Care Centre, 20 St Annes Road, CRADLEY HEATH, B64 5BS

Inspection date

Previous inspection date

07/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Teaching is good because all staff are skilled in supporting and extending children's learning through play, discussions and group activities. As a result, children are supported to make good progress in their development.
- Children are effectively safeguarded because robust systems are in place to ensure all staff have a secure knowledge and understanding of child protection procedures, which ensures they act appropriately to safeguard children.
- The high focus given to developing partnerships with parents is a key strength in supporting children and their families. Staff use a number of successful strategies that support parents to enhance their children's learning.

It is not yet outstanding because

- Best use is not made of the outdoor area to support children who learn most effectively through outdoor activity and to support all children to use the indoor and outdoor areas simultaneously, in order to further enhance their learning experiences.

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 all areas of the nursery and in the outdoor areas.
- The inspector held discussions about safeguarding procedures and children's play, learning and care with the owner, manager and staff in each area.
- The inspector spoke to parents and children to obtain their views.
- The inspector checked evidence of the suitability and qualifications of staff working with children and discussed monitoring, self-evaluation and improvement plans.

Inspector

Christine Armstrong

Full report

Information about the setting

Little Explorers Day Nursery was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in premises in the Cradley Heath area of Birmingham. The nursery is owned by a sole provider. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs nine members of childcare staff. All hold appropriate early years qualifications at level 3, 4 and 5. The nursery also has one parent volunteer, one bank staff to provide cover, one cook and two apprentices. The nursery opens Monday to Friday 51 weeks of the year. Sessions are from 7.30am until 6pm. There are currently 76 children on roll. 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 learning by making the outdoor area more accessible to them so that they can choose to spend their time playing in or outdoors.

Inspection judgements

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

Children are well prepared for school and their next steps in learning because staff have a very secure knowledge and understanding of how to promote the learning and development of young children. All staff have a good understanding and place a high value on the critical role parents have to play in their child's learning. They use a number of successful strategies to engage all parents to take part in their children's learning in the nursery and at home, which is an important element in supporting children's future success in learning at school. As a result, parents make rich contributions to children's learning. For example, the nursery is taking part in a 'Chatterbox Challenge'. This project is aimed at developing children's communication skills by learning songs and rhymes that highlight sounds, noise and silences in a fun way that encourages self-expression and friendships. Taking part in these sessions also support children's confidence, vocabulary, understanding and interest in number. Parents are effectively encouraged to take part in learning the songs and rhymes with their children at home and to take part in a performance of the songs in the nursery. This enhances children's learning, particularly for those children who are learning English as an additional language as it helps to build up vocabulary in context to children's movement and actions. Parents are also invited to record information about their children's current interest and achievements on planning

boards and 'wow' sheets that are displayed in the nursery. This information contributes to ensuring assessments of children's achievements are accurate and planned activities are relevant to children's current interests and experiences, which supports children's learning. Staff are particularly effective in working in partnership with parents of children who have learning difficulties or/and disabilities. Together with other professional agencies they make home visits and invite parents to join them in house training sessions that are targeted to support specific needs of children attending. As a result, children receive well targeted early interventions that support them to make good progress in their learning and development.

Children take part in a rich variety of experiences and activities that help them to become confident and self-assured, eager and highly motivated learners. For example, a dedicated and well-resourced sensory room provides enhanced sensory experiences for children of all ages. The stimulating, yet calming atmosphere of light, sounds, smell and textures motivate children to look, listen, smell, explore and concentrate on the changes that take place in the environment. Children's hand eye coordination is supported and extended as they learn how to make things happen and change, which also supports their understanding of cause and effect and simple problem solving skills. Staff are skilled in identifying children's individual next steps in learning, which they use to plan and focus their interventions to effectively support and extend children's learning. This ensures children's experiences are continually enhanced and supported as they play. For example, staff plan and effectively focus on supporting older children's understanding of space, position and vocabulary by introducing words such as, in front, behind, under and next to, in context of their play and they support critical thinking by asking children what they think will happen next. Staff supporting younger children purposefully encourage them to use and grasp items using both hands and to engage in symbolic play, such as pretending to vacuum the floor with the toy vacuum cleaner, which helps children to develop their understanding and physical skills.

The high emphasis given to supporting children's learning through sensory experiences continues in each age group. For example, in babies bubbles are used to stimulate children's movements and control over their bodies as they reach and pop the bubbles. Staff also encourage babies to learn to blow the bubbles, which supports the development of speech. Older children are attracted to displays around the room that stimulate them to explore and experiment with sound using a variety of different instruments. Pictorial prompts and books displayed alongside instruments engage children to find information about the instruments for themselves, which helps to develop their emerging literacy skills. Sensitive and well-timed interventions by staff support children to sustain their interest and develop control over the sounds they make, such as starting and stopping and making louder and quieter sounds. These high quality spontaneous staff interactions are supported with a range of purposefully planned activities, which ensure opportunities to support and extend children's learning are captured throughout the day. For example, planned activities include self-registration circle times where older children become familiar with their name in print and the initial sounds of the letters in their names. After dinner time older children are encouraged to contribute to the information that is sent home to their parents in daily diaries and to reflect upon their morning activities. Staff are skilled in giving children time and encouragement to respond in conversations about what they have eaten for breakfast and lunch, what activities they have enjoyed taking part in

and what they would like to do in the afternoon. This helps children to develop confidence in organising and expressing their thoughts and feelings. It also supports children's awareness that print carries meaning and can be used for a purpose. Staff plan trips to the local supermarket and train station, which expands children experiences and supports their awareness of their local community. They also plan outdoor sessions where children can explore and play on a large scale than indoors in the well-resourced stimulating outdoor area, which also provides an array of sensory experiences. However, children who learn most effectively through outdoor activity and movement are not fully supported to access the outdoor area throughout the day.

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

All staff have a strong understanding of how important it is that children develop a secure sense of emotional well-being. Staff provide a welcoming environment for all children, parents and visitors. There is a variety of positive images of diversity throughout the nursery and staff work in partnership with parents to ensure all children's family backgrounds and experiences are reflected in photographs, print and resources around the nursery. This provides a strong message that everybody is valued. All children are allocated key persons who build warm relationships with them. All key persons work effectively in partnership with parents to ensure all children receive the support they need when they first attend the nursery and when they move area, as they get older and more able. The organisation, layout and high quality resources within the nursery effectively contribute to supporting children's needs. For example, high quality partitions that have vision panels provide designated areas for the differing abilities and age of children while allowing children to view and become interested in activities that are taking place in other areas of the nursery. This helps children to become familiar with other children, staff and areas of the nursery, which helps them to embrace new experiences when they move through the nursery. Preparations for children transferring to school and other settings have been established to support children's move to school when the time comes.

Staff have a mostly very secure understanding of how to create a highly flexible and stimulating indoor environment. All children benefit from a particularly rich variety of easily accessible high quality resources that ignite their interest to initiate their own play and follow their own interest in all areas of learning. For example, babies are motivated to initiate their own physical activity and challenge as they climb the stairs and navigate the slopes of the large wooden 'nursery gym'. Staff are on hand to support and encourage children if necessary, which helps children to become confident in taking risks and becoming aware of their own safety. The environment effectively supports children's care needs and self-care skills. For example, the reception area provides dedicated identified space for each child to put and collect their personal items. This supports independence skills and sense of belonging. Dedicated sleep rooms ensure all children can sleep undisturbed, according to their needs. A bed is also placed in baby room, which encourages babies to begin to recognise and respond to any feelings of tiredness, which supports their self-awareness. The well-equipped outdoor area includes an all-weather sheltered area so that children can enjoy fresh air and outdoor play during all weather conditions. The large grassed areas provide space and equipment for children to explore and become physically active. However, best use is not yet made of the outdoor area so

that children can use the indoor and outdoor areas simultaneously, in order to further enhance their outdoor experiences.

Children throughout the nursery benefit from a harmonious environment, which supports their well-being. Staff are highly focused and skilled in using effective strategies that support children to manage their feelings and behaviour and they provide an environment where positive behaviour is consistently affirmed and praised. All children are continually supported to be aware of their own and other children's safety during play. For example, when babies are reaching to pop bubbles they are encouraged to stay aware of other children around them, which helps to ensure all children enjoy the activity and remain safe. The nursery implements good hygiene standards, such as no outdoor footwear in baby room, which significantly contributes to protecting children's good health. Children particularly benefit from the diverse variety of nutritious food they are served, which is prepared on site by the nursery cook. Children also take part in discussions about the food they eat. This support children's good health and helps them to develop positive attitudes towards trying new tastes and eating healthily.

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

The management team and nursery staff have a strong understanding of the safeguarding and welfare and learning requirements of the Early Years Foundation Stage. Recruitment procedures are robust and ensure all adults who spend time in the nursery are suitable to work with children. Effective induction includes safeguarding training for all staff. As a result all staff have a secure understanding of safeguarding issues, recognising the signs of abuse and understanding of what relevant authorities must be contacted to ensure children are protected. Safeguarding policies include the management of concerns and complaints from parents, which are suitably investigated in relation to the fulfilment of the Early Years Foundation Stage requirements. Staff are fully aware of the need to protect the privacy of children in their care and to ensure information relating to each child is handled in a way that ensures confidentiality. Risk assessments are undertaken and staff provide good levels of supervision, which contribute to keeping children safe.

The owner and manager of this newly established nursery have high aspirations to provide the very best care and education for children and they have recruited staff who share their passion. As a result, they work effectively as a team to continually evaluate and develop the quality of provision for children and their families. High emphasis is given to training and professional development and working in partnership with other professionals. All staff attend well-targeted training events. These have included training to meet the specific needs of children in the nursery and to establish a team approach to planning, observation and assessment, which has been of benefit to all children in the nursery and contributed to the good quality of teaching. Staff have also attended child development, behaviour management and supporting children's communication skills training, which has also contributed the good quality of teaching. Individual supervision, support and coaching is also provided to staff and this has led to identifying further individual training needs and interest of staff, some of whom are currently undertaking further professional training in early years to level 4, which helps to build upon the professional knowledge of staff.

The high focus given to developing partnerships with parents is embedded throughout the nursery and is a key strength in supporting children and their families. Parental contributions is consistently sought and valued. For example, parents are welcomed as volunteers and play a positive part in enhancing children's experiences. Parents are actively encouraged to make contributions to enhance the nursery provision. For example, parents are encouraged to voice their opinions by completing 'Stop' 'Start' and 'Carry on' questionnaires. Information from these is used to review and evaluate practice and plan for future improvements. Team and senior staff meetings are held to promote reflective practice and action plans, which help to enhance practice. These plans include making the outdoors more accessible to children and the introduction of elements of Forest School and Danish Garden to the outdoors.

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	EY467957
Local authority	Sandwell
Inspection number	932828
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	76
Name of provider	Little Explorers (West Midlands) Ltd
Date of previous inspection	not applicable
Telephone number	01384 412197

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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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