

Little Explorers Kindergarten

Riverside Centre Studio Building, Dickens Road, Gravesend, DA12 2JY

Inspection date

Previous inspection date

20/06/2014

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

- The leadership and management of the kindergarten is outstanding and provides highly effective, efficient and continuous support to children, staff, parents and carers.
- The strategies in place for managing children's behaviour are highly effective and successful, helping create a very positive and stimulating learning environment.
- The environments both indoors and outside are highly stimulating and challenging for children to enjoy and learn in.
- The key persons establish highly effective relationships with children from the start. As a result children's unique and individual needs are consistently met successfully.
- The self-evaluation process is extremely efficient and effective in ensuring the kindergarten improves and changes to meet the needs of every child who attends.
- The provider and staff work highly successfully and efficiently as a team, to the benefit of the children attending.

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 interviewed the managers and sampled relevant documentation.
- The inspector observed and talked with children and members of staff.
- The inspector carried out a joint inspection with the provider.
- The inspector provided feedback to the provider.

Inspector

Mary Vandeppeer

Full report

Information about the setting

Little Explorers Kindergarten registered in 2013 and is owned by Little Explorers Kindergarten Ltd. It operates from four main rooms in a purpose refurbished building in Gravesend, Kent. There is an enclosed outdoor play space. The kindergarten is open Monday to Friday, term-time only, from 9am -12 noon and 12 noon to 3pm. The provision is on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are 35 children in the early years age group on roll. The provision supports children with special educational needs and/or disabilities and also children who are learning English as an additional language. The provision receives funding for children aged two, three and four years. There are seven members of staff who work with the children, all of whom hold appropriate early years qualifications to at least level two and the provider is qualified to level 5.

What the setting needs to do to improve further

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

- enhance the involvement of parents further in sharing information about their children's achievements and learning at home.

Inspection judgements

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

The provider and staff team show dedication and a strong commitment, to making sure all children experience and enjoy a stimulating and challenging range of resources. Staff expertly plan both indoor and outside play spaces to meet children's individual stages of development and needs. Key persons are also very skilled at adapting these, to ensure they are meeting the changing needs of each child. They also use their very thorough knowledge of the children's interests and capabilities to provide an inspiring range of activities. This enables children to become engaged in their learning. Key persons base future planning on the in-depth, regular observations of children's play and any identified next steps. The provider and key persons regularly monitor these, to help ensure each child makes very good progress across all the learning areas. Staff use photographs to support the written evaluations of children's achievements, in their individual progress files. These are always readily available to parents. Key persons are highly efficient in creating individual learning plans for children who would benefit from additional support. Children have many opportunities and are actively encouraged to explore, try out new things and build on skills they already have. For example, children show real enjoyment and concentration as they play with the different resources in the water tray outdoors. They learn what happens as they pour water through funnels and when they add ice, or when a blockage occurs and the water stops flowing. Water spills onto the path and

children watch it trickle away and how the hot sun starts to dry it up. Children also show how they love playing in the dirt with spades and toy diggers. The buckets and pans available mean they can transfer it to the mud kitchen and experiment by adding water and mixing. Art and craft areas have many interesting varieties of materials and working tools, including scissors that children use creatively and safely.

Children display a keenness and interest to learn, they are able to make very good use of the wide range of resources and play opportunities on offer. Staff display an excellent understanding and sensitivity in their guidance and interaction with them. They play with and support children, for example, in early physical development, as children learn to find their balance climbing the recycled different sized tyres outdoors. The provider is continuously searching for new and innovative ways to give children new ideas to work with, such as helping children in their understanding of nature. She has introduced a butterfly farm, birds' nests and a tank with frogs in various stages of development. Several vegetables have been grown and the children are eagerly waiting to pick these to eat. Mark making resources and books are available all over the setting, encouraging children to learn how essential they are in everyday life. Children are able to play outdoors throughout the session. This means children benefit from being in the fresh air and using a challenging range of equipment, to give them confidence in their physical abilities.

The provider and staff support individual children's involvement and participation in activities extremely well through their skilful input. They observe and question what the children are doing, for example, as they blow bubbles, which do not burst straight away. Children are able to build towers with different sized blocks. These opportunities show that staff use size, numbers and colour to help teach children about measuring and counting in a practical, engaging way. Mark making, letter and number recognition also help children's learning. Use of interactive games and computers, promotes children's knowledge of technology. These further promote matching letters and numbers and an understanding of the need to take turns. Access to small world figures and books, mean children are able to learn about different cultures and respect how other people live. Adult-led activities allow children to practise their listening skills as they join in storytelling and singing rhymes. Children are able to talk about their home and family, which gives them a sense of where they belong and helps them to feel secure.

Children are able to make many independent choices about how they spend their time in the setting. They are able to decide when they have their snack and can always help themselves to a drink of water when they are thirsty. Children practise their emerging writing skills as they use resources such as crayons, brushes and paint to make marks. It is very clear that all children thoroughly enjoy and benefit from their time at the kindergarten.

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

Staff ensure that everything is done to help children settle quickly and happily. Children clearly feel very secure and valued at the nursery. Staff display an excellent understanding and sensitivity in making sure children feel safe in their care. Staff supervise children

extremely well. They offer guidance and provide excellent support in their play, helping them to engage and learn successfully. The key-person system is very effective in promoting children's feelings of safety and security. This builds on the trust they clearly have for the adults who care for them. Staff support children with special educational needs and/or disabilities extremely well. Staff act efficiently and professionally on advice from parents and other specialists. They are always ready to ensure activities meet individual children's varying needs. All key persons work closely with parents and other carers. This results in the effective sharing of information and meeting children's emotional needs skilfully and knowledgeably. All the staff working with the children have an up-to-date first-aid certificate. Therefore, if children suffer any minor injuries, staff are able to treat them promptly and successfully.

The snacks are freshly prepared, using fruits and vegetables. Children clearly thoroughly enjoy the range of food they can choose from and are encouraged to try new tastes. Children are learning about eating healthily, as they enjoy balanced and nutritious food, with water or milk to drink. Staff carry out thorough and highly effective risk assessments regularly, to help identify any hazards. Staff deal with these efficiently; ensuring children are cared for in a safe environment. Staff teach children how to keep themselves safe in an emergency. For example, they regularly practise evacuating the building. Staff teach children the importance of washing their hands at certain times; this means they become more independent as they get older.

During the sessions, all children enjoy access to the excellently resourced outdoor play area. The staff are very skilled at managing children's behaviour. They use positive reinforcement and reassurance to help children make the most out of their time at the kindergarten. Children are learning how to manage their own feelings, and overall, behave very well. Staff support them to develop their social skills when playing alongside their peers, together in small groups, or with older children. Staff provide excellent support and supervision to children; this promotes respect for everyone throughout the kindergarten. Staff help to prepare children very well for new challenges they may face in the future, for example, meeting reception teachers from local schools. This helps to prepare children for the next stage in their lives. The kindergarten is organised very well and certain daily routines, including the arrival and collection times, help ensure children are happy and settled.

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

The leadership and management of the kindergarten are extremely efficient and professional. There are highly effective arrangements in place to fulfil the requirements as set out in the Early Years Foundation Stage. The provider and staff consistently ensure they implement and monitor any changes and improvements to the kindergarten. They also continuously track the quality of early years teaching provided for all children, to ensure it always meets the children's needs.

Both the provider and staff display an extremely knowledgeable and clear understanding

of the kindergarten's safeguarding procedures. They know the procedures to follow should they have any concerns about children in their care. Secure systems covering the arrival and collection of children ensure authorised adults pick them up. There is a rigorous and robust recruitment process. Close supervision and effective appraisals mean staff remain suitably qualified and experienced. For example, all staff participate in a carefully planned programme of professional development. This helps them meet the different needs of the children attending very effectively. As a result, staff provide high quality teaching, support and experiences for children and their families. The provider is committed to ensure they update all staff checks and information regularly, to ensure they remain suitable to work with children.

The self-evaluation system in place is continuous, open and very effective. There are regular management and team meetings that identify and address any queries from staff. . The provider monitors all staff and they have regular supervision sessions. This practice enables them to discuss and act on any issues that may arise. The provider uses these to contribute to improving the setting. There are parent notice boards and full staff information displayed, showing their qualifications and training. Photographs displayed around the nursery, show some of the activities the children experience each day. The provider and staff welcome feedback from parents and use this, together with the views of children in the evaluation process to improve what they offer.

Parents say their children settle extremely well at the nursery and thoroughly enjoy themselves. They also state that they are very pleased with the setting and describe both the provider and key persons as very approachable, professional and supportive. Parents are clearly familiar and knowledgeable about the routine and organisation of the setting, showing this as they bring and collect their children. They are able to keep up with their children's achievements because they can see their children's profile folders at any time. However, there is scope to enhance parent involvement further by encouraging all parents to share information about their children's achievements at home. Parents very much appreciate the daily conversations they have with their children's key persons. This helps to keep them fully involved in their children's learning.

All the required consents are obtained from parents, so that staff are able to speak with other professionals or deal appropriately with any child's individual needs if required. The provider and key persons greatly value the partnerships they have built up with local agencies and professionals, such as speech and language experts. They make good use of the information obtained to help promote children's development and well-being. Staff promote children's personal, social and emotional development extremely well. Consequently, children develop and build on their confidence, which in turn promotes their self-esteem. This results in children being well prepared for the next stage in their future learning.

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	EY470680
Local authority	Kent
Inspection number	939691
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	35
Name of provider	Little Explorers Kindergarten Ltd
Date of previous inspection	not applicable
Telephone number	07932 061 880 & & 01474 329 545

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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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