

Little Explorers Day Nursery

4 Old Hall Barns, Thurston Road, Pakenham, BURY ST. EDMUNDS, Suffolk, IP31 2NG

Inspection date	27/10/2014
Previous inspection date	01/10/2009

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 and understanding of how children learn. They use this to provide highly stimulating and engaging educational programmes that spark children's imagination and curiosity. As a result, all children make rapid progress given their starting points and capabilities.
- Children form exceptional, caring bonds with their key person, other staff and each other, and staff manage changes for children seamlessly. As a result, children settle extremely well at the nursery, they are happy and confident to explore their surroundings and try new things.
- Staff have an excellent knowledge of safeguarding and know the appropriate action to take should they have a concern about a child. Staff support children's growing understanding of why they must keep themselves safe. Robust safeguarding procedures are in place ensuring that children's safety is paramount at all times.
- Children benefit as the manager strives for improvement and motivates her staff incredibly well. Her self-evaluation and action plan are detailed and sharply focused, fostering a culture of continuous improvement throughout the nursery.
- Staff have formed highly successful partnerships with parents. Parents play a very active part in the running of the nursery, they regularly review policies and procedures and contribute their ideas. As a result, children's learning and development is continually supported and promoted by parents and nursery staff and they make very good progress.

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 had a tour of the nursery and observed activities in the two playrooms and the garden.
- The inspector carried out a joint observation with the manager.
- The inspector had conversations with staff and children.
- The inspector spoke to parents and viewed parent feedback obtained prior to the inspection.
- The inspector had a meeting with the manager.
- The inspector saw evidence of the suitability and qualifications of staff, self-evaluation, risk assessments, policies and procedures and other documentation in relation to health and safety checks.

Inspector

Daniella Tyler

Full report

Information about the setting

Little Explorers Day Nursery was registered in 2009 on the Early Years Register. It is situated in purpose built premises, in the Pakenham area of Bury St Edmunds and is managed by the owner and her husband in partnership. The nursery serves the local area and is accessible to all children. It operates from two main rooms and there is a fully enclosed area available for outdoor play. The nursery employs 10 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2, four at level 3, one at level 4, two at level 6 including the manager who holds Early Years Professional Status and Qualified Teacher Status. The nursery opens Monday to Friday, for 51 weeks a year. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 60 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- build on the already excellent opportunities children have for independence by allowing them even more responsibility at mealtimes.

Inspection judgements

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

The quality of teaching is outstanding. Staff have an excellent knowledge and understanding of how children learn. They use this to provide a highly stimulating and exciting environment for children. For example, windows in the garden fence so they can watch the tractors, an easily accessible craft area with a range of materials and resources, and a cosy book area with a range of fiction and non-fiction books. Staff are highly motivated and demonstrate to children that they very much enjoy their company. As a result, they show high levels of engagement in activities and regularly seek staff out to engage them in their play. Children with special educational needs and/or disabilities settle extremely well into the nursery. Skilled staff work very closely with parents to ensure they have a wealth of information so they can support children extremely well in their learning and development. As a result, all children also make extremely good progress given their varying starting points and capabilities. Highly skilled staff, all trained in Makaton, support children's communication skills excellently. Staff regularly use these hands signs to engage all children of all abilities in conversation. As a result, they make excellent progress with their language skills and learn about the differences and needs of others. Staff obtain information from parents when children first start about their likes, dislikes and what they can do. They use this to form children's an initial assessment of the children. Consequently, children are challenged early on in their time at the setting enabling them

to achieve high levels of progress. Staff regularly observe children in their play and form sharply focused assessments of children to inform planning for their learning. As a result, staff are able to provide children with timely support so they make very good progress. Staff have high expectations of children and know them extremely well, adapting their practice to each children's individual needs and interests. For example, during an adult-led activity staff skilfully tailor their teaching to each individual child as they support them to develop their colour and number recognition. Staff also take great care in adapting the environment for children with limited mobility so they are able to access activities with the other children and maximise their learning. As a result, children experience high levels of challenge and make rapid progress.

Highly-skilled staff support children to be confident, independent learners. Consequently, children develop the key skills they need for the next stage in their learning, including the move to primary school. Children enjoy learning about veterinarians as they put on laboratory coats, use medical equipment to hear the toy dog's heartbeat and feed the animals out of animal food bowls and water bottles. Staff ask children questions to extend their knowledge of people and professions. In addition, staff provide books about veterinarians and children enjoy talking about what they do. Staff excellently encourage children to develop their problem solving skills. For example, when younger children place hoops on a stick, staff skilfully add more depth to the activity to challenge the children in their learning, such as encouraging them to use smaller hoops and bigger sticks. Staff use mathematics throughout children's play. They use mathematical language when filling up buckets with sand, introducing words such as full, empty, more and less. As a result, children develop their early mathematical concepts and skills. Children have access to a range of books and early writing materials and a range of words and letters are displayed in the environment. For example, children have their own names on their drawers and are encouraged by staff to start to recognise their own names and letter sounds. Children develop their communication and language skills throughout the day, including during daily circle times. They develop their concentration and listening skills as they hear what other children have to say. In addition, children learn to express themselves musically through regular singing and dancing and weekly visits from a local singing group.

The nursery has built up highly successful partnerships with parents. Staff regularly discuss children's progress with parents and make them aware of how their children are developing in each area of learning. Parents have been well educated by staff about the Early Years Foundation Stage curriculum and parents regularly contribute observations and information of what they know their children are learning at home. Staff provide parents with a daily diary of children's care needs and activities. They inform parents of any learning that children have completed daily how they can continue to support this at home. For example, parents regularly attend information sessions at the nursery where staff provide information on how they can support their children's learning and development across the seven areas of learning. As a result, children's learning and development is consistently supported between home and nursery and children make excellent progress. In addition, staff provide a book library so parents can take books home to share with their children.

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

Staff form exceptional, caring bonds with children. Children demonstrate they are very happy, secure and confident to explore the environment. High quality toys and resources are easily accessible for children so they confidently make choices in their play. As a result, they show high levels of confidence and self-esteem. Children's key persons share information between them about children, so that when children are collected by parents all information about their care needs during the day is passed on. As a result, children's well-being is continually supported and promoted by staff. They support children excellently with the move between the two rooms. Children have visits to the older room and mix with other children in the garden and when they are ready, they make the move. As a result, they thrive and settle seamlessly with older children. Staff obtain detailed information about children's care needs and routines on entry and have this information easily accessible so they can provide a home-from-home for them. As a result, children settle extremely well and experience a smooth move from home. Most children at the nursery start pre-school the term before they start attending school. Staff regularly share information with these settings to ensure that children's emotional well-being is promoted and supported as they make this change. Children are encouraged to consider the needs of other people and how they may be feeling, which also contributes to them understand their own emotions. Staff provide younger children with mirrors so they can start to understand facial expressions and what they mean. Older children are encouraged to talk about their feelings at circle time, as well as using the talking circle in the garden.

Staff support children to learn about the importance of a healthy lifestyle. Children are provided with a healthy diet of homemade meals and snacks. Children regularly take part in physical exercise and have access to fresh air. For example, children dance to music at circle times and have regular trips around the nearby farm where they take part in physical team games. They also use physical equipment, such as, balls, climbing apparatus and bicycles. Children's independence is promoted well by staff. Children show that they are working above expected levels in self-care skills. For example, younger children take off their own shoes and coats when returning from the garden and place their shoes outside the room. At mealtimes, children choose their own plates and cutlery and choose where they would like to sit. There is opportunity to build on the already excellent practice by allowing children more responsibility during mealtimes, such as serving their own food and washing up their own plates.

Staff manage children's behaviour effectively. They work very closely with parents to monitor any concerns they may have, in particularly with developmental stage linked behaviour, such as biting to reassure parents that it is only temporary, and provide helpful advice and support during this time. This is achieved through sharply focused behaviour plans that are shared with all staff and reviewed regularly with parents. Children use excellent manners, for example, when wanting to put their aprons away children say, 'excuse me please?' Safeguarding is central to everything that staff do. They skilfully support children's growing understanding of how to keep themselves safe. For example, when young children go to walk around with pencils in their hands, staff remind children to leave them at the table as they may fall and hurt themselves. Children respond really well to the boundaries that are in place and instructions from staff. Children regularly take

part in evacuation procedures so they learn how to keep themselves safe in an emergency.

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

The manager has an excellent understanding of her responsibility to implement the safeguarding and welfare requirements. Children are safeguarded excellently. Staff can identify the signs and symptoms of abuse and know the appropriate action to take if they have concerns about a child. Staff regularly review the safeguarding policy to update their knowledge. The manager regularly supports staff's understanding with a regular quiz at the team meetings. Staff also attend regular training to ensure that children are kept very safe. All staff have rigorous suitability checks to ensure they are suitable to work with children. Staff regularly risk assess the environment and carry out daily checks and remove or reduce any potential hazards to children. Any issues are reported immediately to the manager and these are addressed in a timely way. At least two members of staff with current first-aid certificates are always on the premises and within sight or hearing of other members of staff and children. As a result, children are protected in the event of an accident.

The manager is also the owner of the nursery. She is highly qualified; this has an excellent impact on the consistency of the high standard of care and education provided by her and her staff. The manager's highly comprehensive self-evaluation demonstrates her commitment to continually strive for improvement within the nursery. Staff and parents have a strong involvement with both regularly reviewing policies and putting their own ideas forward for improvement. After recent parent feedback, the manager held a meeting about the curriculum for two-year-olds to inform parents. This has been highly successful in further engaging parents in children's learning and development at the nursery and at home. The manager effectively oversees the educational programmes and monitors children's progress throughout the nursery. As a result, this ensures that planning and assessment are precise, children's needs are exceptionally well met and that gaps are closing rapidly. For example, staff recently identified a need for more physical equipment in the toddler room, as children are starting to pull themselves up and cruise around the furniture. This was identified through the monitoring of children's progress and new equipment was provided to enable children to continue to make excellent progress. The manager plays an active part in the daily running of the nursery. She regularly observes staff's practice and gives them feedback through regular supervision and yearly appraisals to ensure they are providing good quality teaching and care. An astute targeted programme of professional development ensures that all staff are continually building on their already high quality practice. For example, staff have expressed that they wish to have further training in develop children's physical skills and now they are booked onto a course to develop their practice. Staff comment that they feel valued and supported by their manager.

The manager and staff have built up highly successful partnerships with parents. They place a high importance on parental involvement and they strongly value parents input

into the running of the nursery. For example, parents regularly review policies and procedures and put their ideas forward for improvements. Parents regularly take home children's' development records and make their own contributions to them. Staff provide regular stay and play sessions, as well as information evenings for parents, to support them in supporting their children's learning. As a result, children make exceptional progress. Parents comment that they would highly recommend the nursery to others, as they are so organised and caring. Staff have effective relationships in place with schools. Reception teachers are regularly invited to attend the setting and staff share information about children's learning development before they move to school. Staff have formed successful relationships with other professionals including health visitors, special educational needs professionals and other early years settings. As a result, children's needs are quickly identified and exceptionally well met through these highly effective partnerships.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY389496
Local authority	Suffolk
Inspection number	859196
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	60
Name of provider	Lisa Mayes & Joe Mayes Partnership
Date of previous inspection	01/10/2009
Telephone number	01359 233 560

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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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