

# Little Explorers

St. Anne's School -Church Hall, Lynton Avenue Weeping Cross, Stafford, Staffs, ST17  
0EA



## Inspection date

12 June 2015

Previous inspection date

17 September 2014

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- At times, children are in the care of staff who do not hold a current paediatric first-aid certificate. Consequently, these staff are not fully up to date with any new health procedures, to ensure children's well-being is promoted to a good level.
- Staff do not share enough information with parents about their children's next steps in learning, to enable them to guide their children's development at home.
- The book corner is not organised in a way that encourages children to fully explore books, to further develop their literacy skills.

### It has the following strengths

- Staff have a good knowledge of child protection procedures. They clearly understand how to report any concerns and are alert to signs and symptoms that may indicate a child is at risk of harm. This helps to safeguard children.
- Children and staff have good relationships because staff get to know their individual needs well. This means that children are happy, confident and motivated to learn. As a result, children make good progress in their learning and development.
- Staff have worked hard to provide the children with an inspiring garden for outdoor play. Consequently, children who learn better outdoors have access to a stimulating learning environment which promotes all areas of learning well.
- Self-evaluation is ongoing and involves the views of parents and children through discussions and regular questionnaires. Additional training is used to develop staff knowledge and provide further ideas for activities. This means that the setting is constantly looking to improve and enhance the learning opportunities for the children.

## **What the setting needs to do to improve further**

### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure at least one person who has a current paediatric first-aid certificate is on the premises and available at all times when children are present.

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

- provide parents with more information about their child's next steps in learning, so they are better able to guide their child's learning at home
- review the organisation of the book corner, so that this is more appealing to children and they are more able to see the books available, to promote their good literacy skills further.

## **Inspection activities**

- The inspector observed a range of activities indoors and outdoors and discussed planning with staff.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager and spoke to staff and children at appropriate times during the inspection.
- The inspector looked at children's assessment records and a selection of policies and procedures including safeguarding and complaints.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's self-evaluation form and improvement plans.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

## **Inspector**

Sharon Lea

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff engage effectively in children's learning. Staff ask lots of questions to develop children's thinking and problem-solving skills. For example, they ask the children what will happen to the train at the end of the track and why some of the trains will not fit under the bridge. In the role-play area, children imaginatively style their own and the doll's hair. They record appointments, using the keyboard or paper and pens. Printed numbers help children to recognise different numerals and staff encourage children to find corresponding numbers on the telephone or keyboard. At the writing table, children freely access a range of resources to write or draw. Staff encourage those who are ready to copy their names from their name cards. Staff sound out each of the letters, promoting children's understanding of phonics. As a result, children develop some of the skills they will need when they move on to school. Staff share verbal information with parents about their children each day. However, they do not consistently share information about children's next steps in learning, to enable parents to help children work towards these.

### **The contribution of the early years provision to the well-being of children requires improvement**

Children's well-being is compromised. This is because on occasions, children are not cared for by staff who hold a current paediatric first-aid certificate. Children learn the importance of good hygiene practices, such as hand washing, so that they get rid of germs. Staff reinforce the importance of a healthy diet, reminding children to eat their fresh fruit and drink their milk at snack time, so that they will grow big and strong. Children test out their physical skills outside using a range of equipment. They hide in the wild area, mix mud, dig in soil and learn about the natural world by exploring the bug hotel for insects. They also enjoy growing fruits, vegetables and flowers. Indoors, children can choose from a wide range of resources and activities which staff arrange to promote children's interest. However, the book corner is less enticing, as the number of books in boxes means children struggle to select their favourite stories as they are unable to see them.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

Management and staff work hard to try and meet the safeguarding and welfare requirements. The new manager has detailed action plans in place and has started to implement many changes in the past month. However, these have not yet had sufficient impact to raise quality to an overall good level. The manager has not identified that paediatric first-aid certificates have lapsed and, therefore, children's well-being is not fully secure. Since the last inspection, the manager has introduced a new planning system. This has ensured that children's next steps in learning are planned for and more adult-led activities are now included. Children's progress is now effectively monitored to ensure that any gaps in learning are identified and addressed. Weekly staff meetings, supervision sessions, a buddying system and observations of practice are now in place to raise the quality of teaching and learning. Staff work well with other professionals, in order that children with special educational needs and/or disabilities are appropriately supported.

## Setting details

<b>Unique reference number</b>	EY232713
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	991972
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	48
<b>Number of children on roll</b>	21
<b>Name of provider</b>	St. Anne's Club Committee
<b>Date of previous inspection</b>	17 September 2014
<b>Telephone number</b>	07810847672

Little Explorers was registered in 2003. The setting employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The setting opens Monday to Friday, term time only. Sessions are available between 9am until 12pm and an optional lunch club is available from 12pm until 1pm. The setting provides funded early education for two-, three- and four-year-old children.

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