

# Curious Explorers Day Care and Pre-school

Curious Explorers, St. Cross Road, Farnham, Surrey, GU9 7JZ



## Inspection date

18 May 2016

Previous inspection date

Not applicable

| The quality and standards of the early years provision | This inspection:     | Good           | 2 |
|--|----------------------|----------------|---|
|  | Previous inspection: | Not applicable |   |
| Effectiveness of the leadership and management         |                      | Good           | 2 |
| Quality of teaching, learning and assessment           |                      | Good           | 2 |
| Personal development, behaviour and welfare            |                      | Good           | 2 |
| Outcomes for children                                  |                      | Good           | 2 |

## Summary of key findings for parents

### This provision is good

- The management team is strong. Everyone works well together, sharing ideas on how they can improve practice. For example, the manager evaluated that there were not enough interesting resources in the outdoor area. They discussed improvements and worked together to improve learning opportunities for children playing outdoors.
- All staff are well motivated and contribute to planning a range of enjoyable activities for children. Staff know the children well and have a good awareness of the kinds of activities that keep them interested in learning. Children achieve well.
- All children receive good support to stay safe. Staff teach them to assess risks from a very early age, while ensuring their safety. For example, babies rolled with each other on soft play mats, carefully avoiding obstacles in their way. Babies are eager to explore.
- Staff are good at providing emotional support for children who are moving on to school. For instance, they familiarise children with school routines and carefully consider how they can help individual children to make the move easier.

### It is not yet outstanding because:

- Although staff develop good relationships with parents, they do not always share children's next steps to help them encourage children's learning further at home.
- Staff do not consistently encourage children to consider the needs of others when using resources in the nursery.

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

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

- share children's next steps for learning with parents to encourage greater consistency and working together to further support learning at home
- provide further opportunities for children to develop their social skills and learn about considering the needs of others in their play.

### **Inspection activities**

- The inspector spoke to parents and children about their experiences at the nursery.
- The inspector sampled documentation and spoke to staff about the pre-school's policies and procedures, including safeguarding and confidentiality, and the procedures they would follow in the event of any concerns.
- The inspector observed children and staff during play in all areas of the nursery.
- The inspector viewed the manager's self-evaluation document and listened to the manager's ideas for improving the provision.
- The inspector and manager carried out a joint observation and discussed their findings.

### **Inspector**

Julie Bruce

## Inspection findings

### Effectiveness of the leadership and management is good

The manager has effective systems for making sure that staff monitor the progress of all children. This ensures that they quickly identify any weaker areas in children's learning so they can quickly seek support and take effective steps to help children to catch up. The manager has good methods to ensure that all children have access to a broad range of activities. For example, these include close monitoring of the weekly planning and checking the learning observations that staff have collected. Safeguarding is effective. Staff have a very good knowledge of child protection procedures. They are confident about who they should speak to if they have any concerns about children's well-being. The manager gives good support to staff to attend further training and investigates how they can use specific training. For example, a number of staff attended training about how to best support children through times of change.

### Quality of teaching, learning and assessment is good

Staff have a good knowledge of children's abilities and work well together to make the most of learning opportunities. Staff encourage children to experiment, explore and have fun. For example, children in the toddler room experimented with foot painting, making different colours and creating patterns as they walked on the paper. A number of children talked about the texture of the paint under their feet and the shapes that the prints made. Staff encourage children to concentrate on their speech and to think carefully during activities. For example, children played a game where they guessed which item was missing. Children were very excited when they gave the right answer. Staff praised their efforts, helping to boost children's self-esteem and confidence.

### Personal development, behaviour and welfare are good

Staff form strong bonds with children. Children are extremely relaxed in their presence and approach staff for support when they need it. Staff talk to children about the importance of a healthy diet. For example, they grow and cook vegetables with children, talk about what they taste like and how they are good for the body. Staff use good methods to encourage children to be independent and to support their own needs. Children are confident in their play and keen to make their own choices.

### Outcomes for children are good

All children, including those who have special educational needs, make good progress from their starting points. Children achieve good early literacy skills. For example, many write some letters and words, such as their name. Children communicate well and think independently. They talk about what they like to do and give their opinions. Children develop the skills they need for future challenges and moving on in their learning.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY489843  |
| <b>Local authority</b>                           | Surrey  |
| <b>Inspection number</b>                         | 1021561   |
| <b>Type of provision</b>                         | Full-time provision                                 |
| <b>Day care type</b>                             | Childcare - Non-Domestic                            |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register |
| <b>Age range of children</b>                     | 0 - 4   |
| <b>Total number of places</b>                    | 59  |
| <b>Number of children on roll</b>                | 50  |
| <b>Name of registered person</b>                 | Curious Explorers Ltd                               |
| <b>Registered person unique reference number</b> | RP534643  |
| <b>Date of previous inspection</b>               | Not applicable                                      |
| <b>Telephone number</b>                          | (01252) 718 871                                     |

Curious Explorers is a nursery located in Farnham, Surrey. The nursery is open each day from 7am to 6pm. The nursery employs 12 members of staff; of these, one member of staff holds qualified teacher status, seven members of staff have an appropriate level 3 qualification, and two members of staff are qualified at level 2. The nursery receives funding to provide free early education for children aged two, three and four years.

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