

Little Explorers Nursery

22 Willington Road, Kirton, Lincolnshire, PE20 1EJ



Inspection date	15 August 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 reflects on their practice. They gather information from parents and staff to help them establish a plan to make future improvements. Recent changes have improved opportunities for older children to develop independence and the ability to manage their personal care.
- Staff work with parents, the local authority and other professionals to establish plans to help meet children's individual needs. This means that children who have special educational needs or disability receive the extra support needed to aid their learning.
- Most staff are well qualified and the quality of teaching is good. They encourage older children to extend their imagination. For example, they make visitors and each other cups of tea and use dough to make biscuits for a tea party.
- Staff gather information from parents regarding children's daily routines and care needs when they first start. This helps them to support children to settle in quickly.
- Staff give children lots of praise and encouragement. They encourage them to use good manners, to share and to play cooperatively together. This promotes children's social and emotional development.

It is not yet outstanding because:

- The manager does not give staff the support they need to raise the quality of their teaching to the highest level in order to help children make more rapid progress in their learning.
- Staff do not consistently involve all parents in their children's ongoing learning and development to help them contribute to children's good progress.

What the setting needs to do to improve further

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

- enhance the support given to staff to help raise the quality of their teaching and increase the potential for children to make rapid progress in their learning
- involve all parents more fully in children's learning and development so they are able to contribute to the good progress children are making.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and the operations and area managers.
- The inspector looked at relevant documentation, such as the nursery's policies and procedures, training certificates and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Hayley Ruane

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have a good awareness of the signs and symptoms of abuse. They keep their knowledge up to date by discussing safeguarding at in-house training. The management team monitors children's accidents and reviews the environment to help ensure children's safety. The manager observes staff working with children and supports them through supervision meetings. Staff work closely with the schools that children will move on to. They attend transition meetings with local schools and share information about children's learning and development. Teachers visit the children in the nursery. This helps them to be aware of the new adult who they will be spending time with. The deputy manager monitors individual and groups of children's learning. She uses this information to identify any gaps in learning and speaks to staff to establish ways in which to support children further.

Quality of teaching, learning and assessment is good

Children's learning is successfully promoted as staff engage them in an interesting range of activities. Observations and assessments are used to inform individualised planning for each child, ensuring all children make good progress in their learning. Staff introduce new words to children's vocabulary. They sing songs with babies and help them to identify and name different animals. Older children make dough and mix ingredients together. Staff use mathematical language when playing alongside children. They talk about the size of the bowls that children use when they make dough. Staff ask children if they can remember the shape of a snowman. Children weigh and measure ingredients, talking about what they see. They describe the mixture as gooey, and comment that the flour, 'Looks like fog'.

Personal development, behaviour and welfare are good

Children show confidence as they freely select their play resources from the good range provided. Staff help children establish strong emotional attachments to them. Babies cuddle into their key person for emotional support when they are tired. Older children seek reassurance when needed. Children demonstrate their physical skills outside. They play on climbing apparatus, peg washing on a line and have plenty of space to run around. Children learn about their community. For example, staff have taken them to celebrate a flower festival at the church. Children made their own pictures to take to show the rest of the community. Staff have effective strategies in place to support children's good behaviour.

Outcomes for children are good

All children, including those who speak English as an additional language, make good progress. Babies develop a love of music. They move their upper bodies to the beat and smile at staff to show their enjoyment. Older children explore a treasure basket. They look at a range of natural objects and put a shell to their ear, saying that they can, 'Hear the sea'. Children develop their literacy skills when they make marks using coloured ice. They explore the texture of the ice and make marks on paper. Children learn the key skills needed in readiness for their move on to school.

Setting details

Unique reference number	EY495026
Local authority	Lincolnshire
Inspection number	1031972
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	100
Number of children on roll	33
Name of registered person	Alpha Nurseries Ltd
Registered person unique reference number	RP900801
Date of previous inspection	Not applicable
Telephone number	010205 723664

Little Explorers Nursery was registered in 2015. The nursery employs 11 members of childcare staff. Of these, three hold appropriate early years qualifications at level 5 and four at level 3. The nursery opens from Monday to Friday during term time. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children who have special educational needs or disability.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

