

Mini Explorers

The Pepperpot, Crabtree Hall Business Centre, Little Holtby, NORTHALLERTON,
North Yorkshire, DL7 9LN



Inspection date	15 November 2016
Previous inspection date	29 April 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 quality of teaching is good. Staff observe children regularly and pay close attention to their interests. They plan activities and experiences that appeal to children. This helps children to become engaged and make good progress in their learning.
- Children benefit from plenty of attention, praise and encouragement. They form trusting bonds with staff that support their emotional well-being effectively. This contributes to the high levels of self-esteem and confidence that children demonstrate.
- The management team is committed to continuous improvement. They review all aspects of their provision and seek feedback from parents, children and other professionals. They use their findings to plan future developments that build upon their strong practice.
- Parents praise the dedication of the staff and are particularly happy with the nursery's focus on the use of the outdoor environment. They are confident about the levels of care their children receive and happy with the progress they make in their learning.
- The management team has high expectations of staff and arrangements for their supervision are good. Staff are well qualified and committed to building on their skills. They use a range of methods to enhance their teaching skills. For instance, they attend training, share ideas and observe and review each other's practice.

It is not yet outstanding because:

- Sometimes staff do not promote children's concentration, listening and attention skills to the highest levels. Occasionally children wait too long between planned activities and parts of their daily routine.
- Managers are not yet making the best use of information gathered from assessments to track the progress of different groups of children.

What the setting needs to do to improve further

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

- review and improve the management of routines and planned activities and provide children with even more opportunities to develop their concentration, listening and attention skills
- strengthen monitoring of the achievements of different groups of children and focus planning more precisely to help them make the best possible progress.

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 deputy manager.
- The inspector held a meeting with the manager, deputy manager and provider. She also spoke to staff and children at appropriate times during the inspection.
- The inspector looked at relevant documentation such as the self-evaluation, accident and incident records and evidence of the suitability checks carried out on staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Clare Wilkins

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff know what to do if they are concerned about a child's welfare. Effective procedures are in place to check the ongoing suitability of staff and there are sufficient staff deployed effectively in the nursery. Clear arrangements help to ensure children are kept safe in the nursery and the outdoor area and when moving between them. Staff follow comprehensive policies and procedures on the use of social media, mobile phones and cameras, which helps to further protect children. Well-established partnerships with other settings help to provide a consistent approach to children's care and learning and support them at times of change. Staff involve parents in nursery life. Family activity days encourage them to support their child's continued learning at home. Parents are well informed about all aspects of their child's day, including activities, food and drink and any accidents or incidents.

Quality of teaching, learning and assessment is good

Staff have secure knowledge of child development. They identify what children already know and can do and plan for what they need to learn next. Children take part in many outdoor activities and staff use nature and animals as a focal point in their teaching. For instance, they identify leaves and seeds from trees during a nature walk. This contributes to children's very good understanding of the natural world. Staff are skilled communicators who give children plenty time to think and respond to their questions. This helps to promote children's language skills. Babies enjoy a wide range of sensory experiences, such as exploring glitter and watching bubbles in the wind. Older children have many opportunities to lead their own play and develop their imaginations. For example, they pretend an outdoor structure is a bus and discuss where they will visit on their journey.

Personal development, behaviour and welfare are good

The indoor and outdoor learning environments are well organised and support children's development across all areas of learning. Staff have consistent boundaries and remind children to think of their own safety. For example, they discuss how to cross roads safely as they walk around the nursery grounds. Children respond positively and behave well. Staff encourage children to take responsibility for small tasks, such as laying the table and clearing away after meals. This helps to promote children's independence and prepares them for when they start school. Children benefit from plenty of fresh air and exercise. They are involved in growing vegetables and preparing and cooking their own meals. This helps to promote their understanding of the importance of healthy lifestyles.

Outcomes for children are good

All children make good progress in their learning and achieve well. Children who have special educational needs make steady progress and catch up in their learning. Children are motivated and become engrossed during activities. This demonstrates a positive attitude that helps to prepare them for school. Children develop key skills in literacy and mathematics. For example, they show an avid interest in books. Babies enjoy turning the pages and studying pictures while older children anticipate what will happen next. They explore numbers and size as they compare the footprints they make with muddy wellies.

Setting details

Unique reference number	EY451048
Local authority	North Yorkshire
Inspection number	1077504
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 - 6
Total number of places	52
Number of children on roll	89
Name of registered person	Mini Explorers Nursery Ltd
Registered person unique reference number	RP531829
Date of previous inspection	29 April 2013
Telephone number	07980 306501

Mini Explorers was registered in 2012. The nursery employs 21 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 or above, including two with qualified teacher status. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It also provides wrap-around and holiday care for school-aged children.

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