

Little Explorers

Somerford Primary Community School, Draper Road, CHRISTCHURCH, Dorset, BH23 3AS



Inspection date

Previous inspection date

19 December 2017

19 May 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Staff work closely with parents to help children make good progress from the start. The manager monitors the progress between different groups of children with precision to identify and support any gaps in learning quickly.
- Children form close and trusting relationships with the attentive staff, who support their emotional development very well. Babies take comfort in their key persons, and children of all ages laugh and play happily with staff and their friends.
- The manager and staff work extremely well with other professionals to support children who have additional needs, and to help them in readiness for school.
- Children benefit from extensive outdoor play areas with a wealth of activities to build their physical development, health and learning. For example, children make music and sing, build models with natural resources, and create in the sandpit and mud kitchen.
- The manager and staff evaluate the quality of the provision successfully to make improvements. For example, they have developed the outdoor play areas to provide a separate garden for the younger children to learn outside.

It is not yet outstanding because:

- Key persons do not consistently share information about children's next steps for learning with other staff to support their learning priorities as well as possible.
- On occasions, staff miss opportunities to keep younger children engaged in their play to support their exploration and interest in books further still.

What the setting needs to do to improve further

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

- develop the methods for sharing information between staff to help them support children's learning priorities more consistently
- make full use of opportunities to interest and engage younger children in their play to motivate them to explore and to build their interest in books further still.

Inspection activities

- This inspection took place following Ofsted's risk assessment process. The inspector observed activities and the quality of teaching in the playrooms and outdoor play areas.
- The inspector sampled children's assessment records and planning documentation, and talked to children at appropriate times.
- The inspector checked evidence of the suitability of staff and discussed management's knowledge and understanding of the early years foundation stage.
- The inspector took account of the views of parents.
- The inspector conducted a joint observation with the manager.

Inspector

Bridget Copson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The management team and staff have a clear understanding of their roles and responsibilities to safeguard children's welfare. Staff follow the correct procedures to inform the manager of any concerns about children, and the manager informs the relevant professionals. Overall, staff maintain good standards of health and safety for children, such as reviewing risk assessments. They keep the premises and resources clean, safe and secure, and keep fire exits accessible. The management team follows rigorous procedures to ensure staff are suitable to work with children. The manager deploys staff efficiently to ensure they meet the required adult-to-child ratios. She monitors staff practice effectively, and staff benefit from regular professional development to improve outcomes for children. For example, they use ideas from training to create different activities to encourage children to choose and speak more confidently.

Quality of teaching, learning and assessment is good

Staff know the children in their key groups well. They monitor their progress accurately, and plan activities each week to help them achieve their next steps for learning. Staff join in children's play with enthusiasm to interest them in new experiences. For example, staff working with babies show them what they can do modelling dough and foam, and help them to explore the textures. Staff working with older children extend challenges to encourage children to think and calculate. For instance, children use rulers to measure the models they build. Staff encourage them to count, identify the numbers on the ruler, and to compare the heights, lengths and number of buildings. This example of good teaching helps to support children well in learning about size and quantity.

Personal development, behaviour and welfare are good

Staff work closely with parents from the start to meet younger children's care routines consistently, and to ensure they understand children's individual health care needs. They provide a warm and nurturing playroom for the babies to explore freely and safely, and a good range of interesting activities to motivate older children. Staff help children to develop positive attitudes and good behaviour successfully. For example, children join in group games to learn about sharing and taking turns, and are keen to help others. The manager and staff have a good understanding of how to manage children's behaviour appropriately. They provide consistent messages and use appropriate strategies to address any issues and to help children learn about staff expectations. Staff continually adapt the play areas and resources to support children's individual learning needs.

Outcomes for children are good

Children develop the skills they need for their future learning and to help prepare them for school. They develop good independence. For instance, younger children learn to find their own clothes for outdoor play, and older children carry out responsible tasks, such as helping to prepare the table for snack time. Children lead their own play confidently, and communicate their needs well. Babies babble, smile and use their first words to express themselves, and older children join in discussions about their own lives and experiences.

Setting details

Unique reference number	EY446875
Local authority	Dorset
Inspection number	1119605
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 4
Total number of places	44
Number of children on roll	93
Name of registered person	Dorset County Council
Registered person unique reference number	RP519822
Date of previous inspection	19 May 2016
Telephone number	01202221351

Little Explorers registered in 2012. It is located in Christchurch, Dorset. The group is open weekdays from 8am to 6pm, for 50 weeks of the year. It receives funding for the provision of free early years education for children aged two, three and four years. The group employs 12 members of staff. Of these, the manager holds early years professional status, and 10 other staff hold early years qualifications at levels 3 or 2.

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.

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