

# Little Explorers Pre School

Surestart Cornerstone, Langworthy Centre, Salford, M6 5QQ



## Inspection date

Previous inspection date

17 April 2018

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

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

- Staff do not always record accurate hours of children's attendance, as is legally required. However, this does not have a significant impact on children's safety.
- Weaknesses in observation, assessment and planning mean children do not always make as much progress as they could in some aspects of their learning.
- Arrangements for staff training and professional development do not focus enough on improving the quality of teaching.
- Staff do not make the most of opportunities to work with parents to establish what children know and can do on entry.
- Staff do not routinely encourage parents to share information from their progress check for two-year-old children with relevant professionals to fully support integrated working.

### It has the following strengths

- The very friendly and caring staff team effectively promotes children's emotional well-being and meet individual care needs well.
- Children benefit from an interesting well-presented environment which supports independent learning. Children confidently explore and investigate a wide range of activities in the playroom and the outdoor area.
- Children are encouraged to make healthy choices and enjoy freshly prepared snacks.
- Staff work closely with external agencies to ensure children who have special educational needs and/or disabilities get the support they need.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

	Due Date
■ keep a daily record of the names of children being cared for on the premises and their hours of attendance	10/05/2018
■ ensure that observations and assessments precisely identify the next steps in children's learning and planning provides challenging opportunities that enable them to make good progress.	10/05/2018

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

- develop opportunities for staff development and astutely target opportunities to coach and train staff to help improve the quality of teaching
- strengthen partnerships with parents that provide information about what children already know and can do on entry
- encourage parents to share information from the progress check for children between the ages of two and three years with other relevant professionals, to further support integrated working.

## 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 held meetings with the manager and spoke to the local authority advisor and the special educational needs coordinator.
- The inspector checked evidence of the suitability of adults working in the pre-school, looked at relevant documentation and discussed the plans for improvement.
- The inspector spoke to and took account of the views of parents spoken to during the inspection.

## Inspector

Vickie Halliwell

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The arrangements for safeguarding are effective. Staff are alert to child protection issues and can implement local procedures to protect children from possible harm. Most records are satisfactorily maintained, however, children who are new to the setting are not immediately added to the register. That said, staff know which children are present and keep a basic list to be used in the event of an emergency evacuation. As a result, the missing record does not have a significant impact on children's safety. Daily risk assessments are completed prior to each session and appropriate action is taken to ensure the premises are safe and suitable for use. The manager works closely with her staff team and oversees practice, generally, well. However, staff supervision does not focus sufficiently on opportunities for further professional development to help to improve the quality of teaching to a good level.

### **Quality of teaching, learning and assessment requires improvement**

Staff observe and assess their key children, however, these are not always precise. This impacts on staff's ability to plan effectively for future learning. Staff interact and spontaneously support children. They model language and encourage children to keep trying as they play alongside them. Staff use what they know about individual children and general child development to help children learn some new skills through a broad range of experiences. However, staff do not consistently plan purposeful and challenging activities that fully match individual learning needs. This means that while children enjoy the activities provided some present little challenge, particularly for the oldest children. Staff make home visits before children leave the setting to promote home learning. However, they do not always do enough to encourage parents to share what they know about their child's development at the start or discuss the importance of sharing the completed progress check for two-year-old children with relevant professionals.

### **Personal development, behaviour and welfare require improvement**

Despite occasional weaknesses in record keeping, in practice children's welfare is well promoted. High priority is given to ensuring children's individual care and health needs are fully met. Staff encourage all children to develop kind, caring attitudes towards each other. Children are happy and settled, they move confidently and are eager to explore and investigate the outdoor area. Physical exercise is encouraged using outdoor play equipment. Young children enjoy using the low-level stepping stones to develop their balance and coordination, but this offers little challenge to older children.

### **Outcomes for children require improvement**

Weaknesses in teaching, planning and assessment mean children do not make as much progress as they could. However, all children make some progress and are developing positive attitudes to learning. Priority is given to developing speech and language skills in preparation for their eventual move on to school. Children are well prepared emotionally for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY493843
<b>Local authority</b>	Salford
<b>Inspection number</b>	1032851
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Explorers Nurseries Limited
<b>Registered person unique reference number</b>	RP904214
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0161 212 4442

Little Explorers Pre School was registered in 2015. The pre-school employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. Sessions are from 9.15am to 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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