

Little Explorers Hythe

Unit 3, Pennypot Industrial Estate, Hythe CT21 6PE



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|--------------------------|-------------------|
| Inspection date | 26 September 2018 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| Effectiveness of leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Outstanding | 1 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

The provision is good

- Staff help support children's communication and language skills effectively. For example, they make good use of repetition through singing songs and naming objects to help increase children's vocabulary.
- The management team and staff have a good knowledge of the signs and symptoms that might indicate that a child is at risk of harm and of the procedures to follow to help protect them.
- Staff have implemented highly effective procedures to support children as they move between rooms and on to formal education, to help ensure they are exceptionally well prepared for the next stage in their learning.
- The management team has implemented strong recruitment and induction procedures to help support the new and existing staff to become confident in their roles.
- The highly impressive, and constantly evolving, outside play spaces give children daily opportunities to exercise and practise their physical skills. For example, they are able to take small risks as they increase their climbing and balancing abilities.
- Staff work extremely well together as part of a team. They are excellent role models who provide the children with clear rules and boundaries to meet their needs.
- Staff have strong links with parents and early years professionals to help meet children's individual care and learning needs.

It is not yet outstanding because:

- At times, staff do not support children's mathematical understanding and language, particularly about the relationship between numbers and quantity.

What the setting needs to do to improve further

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

- make the most of all opportunities to extend children's learning and develop through their interest in mathematics.

Inspection activities

- The inspector spoke to the managers about their self-evaluation and discussed any plans they have for the nursery.
- The inspector carried out a joint observation with the manager.
- The inspector sampled a range of documentation, including assessment and monitoring of children, and safeguarding policies and procedures.
- The inspector observed staff interactions with children indoors and outside, and spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to parents and read letters of reference to take into account their views on the service they receive.

Inspector
Sara Garrity

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff carry out thorough risk assessments to help keep children safe and secure. The management team ensures that staff are effectively deployed throughout the day to maintain children's safety. They constantly reflect on and evaluate the service they provide. For instance, they have developed the outside area to provide a highly stimulating environment where babies and children can play safely together. The management team effectively tracks children's progress. For example, they discuss individual children's development with staff. The management team has robust procedures in place to monitor staff practice and opportunities for their professional development are good. For instance, staff regularly update their qualifications and attend training events, such as behaviour management training, to support their work with children.

Quality of teaching, learning and assessment is good

Staff make effective use of their observations and assessments of children to identify their achievements and what they need to learn next. There is a good range of interesting activities on offer to help support children's learning and development. For example, children are excited to explore the ingredients at the play dough station and experiment with them to make their own dough. Children enjoy playing cooperatively and imaginatively. For instance, they are eager to make pretend meals for staff and friends using the newly introduced ceramic tableware. Staff help support children to interact with friends and provide opportunities for them to practise sharing. For instance, young children roll and bounce the ball to friends as they learn how to socialise with others.

Personal development, behaviour and welfare are outstanding

Children form highly secure attachments with the staff caring for them. They are extremely confident and have significantly high levels of well-being and a particularly good sense of belonging. Staff address children's individual care needs extremely well, which helps ensure they are ready to learn. Children's behaviour is exceptional; they are polite, kind to their friends and learn to respect and value their own and other people's differences. Children have extensive opportunities to learn about their local community. For instance, they go on walks to the garage to observe the mechanics, as well as visiting the local steam train station to find out about trains. Children show exceptional levels of independence and have an excellent understanding of how to have a healthy diet.

Outcomes for children are good

All children, including those who have special educational needs and/or disabilities and those who speak English as an additional language, make good progress from their starting points. They develop strong problem-solving skills and are confident in their play. For example, children predict which car will travel the furthest as they push them down the slope. Children gain the skills they need for the next stage in their learning and eventual move on to school.

Setting details

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| Unique reference number | EY501250 |
| Local authority | Kent |
| Inspection number | 10057201 |
| Type of provision | Full day care |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 0 - 4 |
| Total number of places | 65 |
| Number of children on roll | 68 |
| Name of registered person | Little Explorers Hythe Ltd |
| Registered person unique reference number | RP911016 |
| Date of previous inspection | Not applicable |
| Telephone number | 01303 487877 |

Little Explorers Hythe registered in 2016 and operates in Hythe, Kent. The nursery is open Monday to Friday, from 8am to 6pm, for most of the year. The provider receives funding to provide free early education for children aged two, three and four years. The nursery employs 14 staff, 12 of whom hold a relevant early years qualification at level 3 or above. This includes one member of staff who has achieved early years professional status, and the two managers have qualified teacher status.

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