

Little Explorers Eccles

Brighthouse, Bright Road, Manchester M30 0WG



Inspection date	12 October 2018
Previous inspection date	28 July 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of 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

The provision requires improvement. It is not yet good because:

- Although managers regularly observe activities and routines, they do not have good enough systems in place to supervise individual practitioners. As a result, practitioners are not helped sufficiently to improve and the quality of teaching is inconsistent.
- There are occasions when practitioners do not make the best use of opportunities to assess children's progress. This means that they do not know precisely enough what children know, understand and can do.
- Sometimes, practitioners do not make the most of opportunities to promote children's independence.
- Plans to improve the provision are not clear enough to drive rapid improvement.

It has the following strengths

- Children arrive at nursery happy and ready to play. They demonstrate that they feel secure in the company of the attentive and caring practitioners.
- Parents comment that practitioners are friendly and approachable. They feel well informed about children's daily activities and care.
- Practitioners plan activities that arouse children's interest in early writing. Children paint and draw on different surfaces and with a range of media. They understand that writing carries meaning. This is demonstrated when children carefully make their own marks on paper and tell practitioners what they are writing.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
implement an effective system for supervising practitioners that promotes continuous improvement in the quality of their teaching.	09/11/2018

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

- make better use of assessments to support children in making the best possible progress, given their starting points and capabilities
- make better use of opportunities for children to develop the highest levels of independence
- evaluate the provision more effectively so that planned actions drive sustained improvement.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with practitioners and children during the inspection. She spoke to parents and took account of their views.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with a director of the nursery, the nursery area manager and the nursery manager. She looked at relevant documentation and evidence of the suitability of practitioners working in the nursery.

Inspector
Susan King

Inspection findings

Effectiveness of leadership and management requires improvement

Managers have not established a robust approach to identifying the strengths and weaknesses of the provision and so plans to improve are not clear enough. This is exemplified by weaknesses in procedures for supervising practitioners. The manager does not monitor the quality of teaching closely enough to help staff to continuously improve their teaching. As a result, the quality of teaching is inconsistent and is not improving rapidly enough. Safeguarding is effective. Managers train practitioners to understand their responsibility to protect children. Practitioners know what they must do if they consider that a child is at risk of abuse or neglect.

Quality of teaching, learning and assessment requires improvement

Spontaneous teaching by practitioners often helps to promote children's progress. For example, older children are excited to find out what happens to ribbons and paper in the windy weather. Practitioners sensitively encourage babies and toddlers to take part in messy, sensory activities. They talk with children about the activities and this helps children to learn words that match their actions. However, when practitioners plan activities they do not routinely check what children already know, understand and can do. This means that children are sometimes not challenged to take the next steps in learning that they are capable of.

Personal development, behaviour and welfare require improvement

Inconsistencies in teaching mean that opportunities to help children to develop the highest levels of independence and confidence are sometimes missed. This is demonstrated at lunchtime. Children do not know precisely what is expected of them because the routine is not consistently taught by all practitioners. However, practitioners follow well-established procedures that help to promote children's safety. For instance, systems to protect children who have allergies to certain foods are implemented well. Children play energetically in the exciting outdoor area and this helps them to develop strength and agility. Practitioners demonstrate kindness and respect towards the children and each other. Children copy them and learn to be polite and helpful.

Outcomes for children require improvement

Weaknesses in teaching mean that children make steady rather than good progress from their starting points. However, most children develop the basic skills and knowledge they need to start school. Children know that sometimes they are free to run about and shout and at other times they must sit in a group and listen. They enjoy listening to stories. Older children play cooperatively and begin to respect the views of other people. Babies move and explore freely. For example, they crawl or toddle up and down gentle slopes in the well-equipped nursery. Older children develop independence in using the toilet. They know that they must wash their hands before they eat.

Setting details

Unique reference number	EY482692
Local authority	Salford
Inspection number	10065712
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	45
Number of children on roll	51
Name of registered person	Explorers Nurseries Limited
Registered person unique reference number	RP904214
Date of previous inspection	28 July 2016
Telephone number	01617078737

Little Explorers Eccles registered in 2014. The nursery employs eight members of childcare staff. Of these, one holds a qualification at level 6, one holds a qualification at level 5, two hold qualifications at level 3 and two at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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