

Curious Explorers Day Care and Pre-school

Curious Explorers, 194 Clarence Road, FLEET, Hampshire GU51 3XP



Inspection date

19 November 2018

Previous inspection date

9 May 2016

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

The provision is inadequate

- The nominated person has an unrealistic view of the nursery's overall effectiveness and does not recognise the weaknesses. The quality of the provision has deteriorated significantly since the previous inspection and some recommendations made at the last inspection have not been addressed.
- The manager and staff do not make effective use of risk assessments to help them identify and minimise hazards to children, especially in the outside area. Staff fail to implement correct procedures for administering medicines. As a result, children's well-being is compromised.
- Staff are not always deployed effectively to meet children's individual needs, particularly for children in the pre-school rooms. This has an impact on how staff can meet the individual needs of children, and results in children being bored and unchallenged in their learning. This has a negative impact on their behaviour.
- Staff fail to teach children how to manage their behaviour. Poor supervision of the children results in unwanted behaviour going unnoticed and unchallenged. This does not help children to learn appropriate social skills, in readiness for the next stage in learning, including school. Outcomes for children are poor.
- The quality of teaching is inconsistent across the nursery. Activities are not planned to take account of children's individual needs and do not provide sufficient challenge for older children. The provider and manager do not monitor staff performance effectively enough to help them improve their practice.

It has the following strengths

- Staff in the baby room help babies to settle well and provide opportunities for them to gain confidence in their physical skills.

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
ensure the manager and staff promptly identify and minimise potential hazards to children, especially in the outside area	20/11/2018
ensure procedures for administering medicines to children are effectively implemented	20/11/2018
ensure that staff are deployed effectively to meet children's needs	20/11/2018
ensure that staff manage children's behaviour in an appropriate way	20/11/2018
ensure the professional development needs of staff are identified and met through ongoing support and training, so that the quality of teaching and learning is improved	11/12/2018
plan challenging and enjoyable experiences that take full account of each child's individual needs, interests and stage of development, to promote good progress in their learning, particularly for older children and those in receipt of additional funding.	11/12/2018

Inspection activities

- The inspector observed teaching in all areas of the nursery and the impact this has on children's learning and overall progress.
- The inspector spoke to the provider, the manager, staff and children at convenient times during the inspection.
- The inspector spoke to parents and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector checked evidence of safeguarding practices, policies, medication and accident records, staff recruitment, ongoing professional development and self-evaluation processes.

Inspector
Tara Naylor

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. The provider, manager and staff have a poor understanding of how to identify and minimise risks to children in the outside play area. They have not identified that some of the play equipment is not appropriate for use by younger children. On the day of the inspection this was identified, but the manager did not take action to minimise potential risks to children's welfare. Staff do not maintain accurate records of medication that is administered to children and fail to gain written permission from parents for giving some medicines. This does not assure children's physical well-being and puts children at risk of harm. The provider has failed to identify weaknesses in staff practice and does not effectively supervise and coach staff to ensure teaching is of a good standard throughout the nursery. Staff do receive some training to be able to know what to do in the event of a concern being raised about a child. Effective recruitment and vetting procedures ensure all staff are suitable to work with children. The provider and manager check children's progress, but are ineffective in addressing gaps in children's development. They do not check if planning is being used to address priorities in children's learning. As a result, some children, including those in receipt of additional funding, make poor progress. Self-evaluation is not effective. Plans for future development are not sufficiently focused on key weaknesses in the provision. Staff have not addressed some recommendations set at the last inspection. Parents and carers communicate their satisfaction with the nursery and feel their children have settled well.

Quality of teaching, learning and assessment is inadequate

Staff are well qualified. However, they do not use their knowledge and experience to plan learning experiences that challenge children sufficiently, particularly older children. Staff sometimes provide cover in other rooms. This means that they are not always aware of what children need to learn next. As a result, activities are poorly planned and often learning is incidental. This is because staff are not deployed effectively in the nursery to meet the differing needs of children, particularly pre-school children. Staff have an understanding of observing and assessing children's development, however, they do not plan suitable next steps for each child's learning. Children are not challenged enough and become bored and disruptive. This results in poor behaviour, which staff fail to address. For instance, as a group of children run around outside, they begin to fight and pull each other over. Children fall onto hard ground and become upset and distressed. Staff fail to notice this and do not take sufficient action to help children learn about appropriate behaviours. Teaching in the baby room is more effective. For instance, staff provide babies with rice and show them how to transfer rice into cups, as they enjoy scooping and pouring, developing good physical skills.

Personal development, behaviour and welfare are inadequate

Staff do not always support older children to behave well or learn about the differing needs of their friends. Staff fail to supervise children adequately in the garden and do not notice when children need additional help. For instance, one toddler becomes trapped in a ride-in car as it falls against the wooden fence, and staff fail to notice this, even when the child is calling for help. Staff do not make the most of opportunities to

help children learn to do more things for themselves. For instance at lunchtimes, older children are unable to cut their food, as staff do not provide them with appropriate cutlery, and so they use their hands to feed themselves. This does not help children to gain the skills they need in readiness for their eventual move on to school. Staff who work with babies provide good care. For instance, they recognise when children need to sleep and monitor them to help maintain their physical well-being.

Outcomes for children are inadequate

Weaknesses in the overall quality of teaching mean that children are not making the progress of which they are capable, and some children, including those in receipt of additional funding, do not make typical progress. Some toddlers do not develop their language skills effectively and are falling behind in their speaking. Pre-school children are not motivated or challenged well enough and this leads to poor behaviour, which staff do not address to help build children's social skills. Older children learn to manage some tasks independently, such as putting on their coats as they go outside. Babies develop confidence in their ability, for instance, they pull themselves up to stand and they are supported in gaining new physical skills.

Setting details

Unique reference number	EY489836
Local authority	Hampshire
Inspection number	10084679
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	
Age range of children	0 - 4
Total number of places	48
Number of children on roll	48
Name of registered person	Curious Explorers Ltd
Registered person unique reference number	RP534643
Date of previous inspection	9 May 2016
Telephone number	01252613609

Curious Explorers Day Care and Pre-school registered in 2015. It is located in Fleet, Hampshire. There are 13 staff. Of these, one has qualified teacher status and nine other staff hold qualifications at level 3 and above. The setting is open from 7am to 6pm on Monday to Friday, all year round, except for bank holidays. The setting receives funding to provide free early education for children aged two, three and four years.

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