

# Little Explorers Barrow

Lodge Close, Barrow, Clitheroe, Lancashire BB7 9BQ



<b>Inspection date</b>	11 February 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of 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

- The nursery is led and managed by a skilled, knowledgeable and well-qualified manager. She shows a firm commitment to her role and an ambitious vision for all aspects of the nursery. Reflective practice is well-embedded within the staff team who, along with the views of parents and children, contribute to improvement plans.
- Partnership working is strong. Parents are kept very well informed of their children's progress and are supported to share information from home. Staff use this information to inform planning, creating a collaborative approach to children's learning. Partnerships in place with other professionals are equally well established.
- Staff are well qualified and know children's interests, current skills and abilities. They regularly observe and assess children's development and provide activities and experiences to engage and motivate them. All children make good progress in their learning.
- The key-person system is well established and highly effective. Settling-in arrangements are well planned and meet the individual needs of the child. This helps children to grow in confidence and feel secure. Staff working with babies and young children are warm and nurturing. They are well trained in the care of babies and greatly promote their emotional and physical well-being.
- Children's safety is very well considered. The building is extremely secure, meaning only authorised persons are able to gain entry. Risk assessments are detailed and staff supervise children very well.
- Opportunities for learning outdoors are less well planned for, to maximise children's learning across all areas.
- Although children behave well, when dealing with disagreements, staff sometimes miss opportunities to involve children in thinking of a solution, to help develop their own negotiating skills.

## What the setting needs to do to improve further

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

- enrich opportunities during outdoor play, creating an exciting and stimulating environment that offers support across all areas of children's learning
- build on children's ability to resolve conflicts with their peers independently.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, during play inside and outside.
- The inspector carried out a joint observation with the nursery manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the nursery manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and other written comments.
- The inspector looked at children's records, evidence of the suitability of staff and a range of other documentation, including policies and procedures.

### Inspector

Katie Sparrow

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. All staff have a firm awareness of how to keep children safe from harm and ensure their welfare. Staff receive regular safeguarding training to support them in their role. Children's progress is regularly assessed and enables the manager to identify where children may require additional support. Staff are highly valued and provided with good support, including through supervision and performance management. The quality of teaching and practice is monitored closely. For example, the manager completes both formal and informal observations of staff teaching and all areas of practice. The feedback is used to inform training and improvement plans. Staff have regular training opportunities. As a result, teaching is consistently strong.

### Quality of teaching, learning and assessment is good

Staff are in tune with the age group of the children they work with and use their strong teaching skills to provide support and challenge. They make excellent use of children's known interests that encourages children's deep engagement in their play and greatly promotes their learning. For example, children use dinosaurs to make marks with paint, wonderfully supported by staff who draw their attention to the marks left behind. Staff introduce new vocabulary as they describe their actions and set challenges as they hide the dinosaurs in the foliage. Staff working with pre-school children create extremely fun, novel and engaging activities and experiences. Children delight as they explore with oranges, using juicers, measuring cups and other utensils, as part of their phonics and learning about the letter sound 'O'.

### Personal development, behaviour and welfare are good

The nursery environment is bright and welcoming and the atmosphere is wonderfully cheerful. Children are highly valued and provided with positive levels of interaction. They have excellent opportunities to learn about healthy lifestyles. For example, children have a wonderful time joining in with movement sessions. Staff are good role models, as they encourage children to move their bodies in different ways. Children know to stop for a drink to remain hydrated. Diversity is well embedded into everyday play and through planned activities. For example, images of different buildings and monuments from around the world, well placed in the construction area, encourage children to reflect on the differences they notice as they play.

### Outcomes for children are good

Babies and young toddlers have lots of space and opportunities to be physically active. They enjoy sensory exploration with noodles, supported well by staff who reassure them and encourage them to join in. Older children are learning to write, count and recognise shapes and numbers. They enjoy stories and songs and play imaginatively with staff and other children. Their mathematical, communication, language and literacy skills are developing well as a result. Children learn the skills they need for their future learning and are well prepared in readiness for school.

## Setting details

<b>Unique reference number</b>	EY556055
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10094088
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	111
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Little Explorers Barrow Llp
<b>Registered person unique reference number</b>	RP556054
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01254 823276

Little Explorers Barrow registered in 2018. It operates Monday to Friday from 7.30am to 6pm all year round, except bank holidays. The nursery employs 16 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3 and above, including the manager who holds early years professional status. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

