

# Early Explorers

The Former TA Drill Hall, Carlton Lane, Helmsley, YORK, North Yorkshire  
YO62 5HB



<b>Inspection date</b>	1 April 2019
Previous inspection date	Not applicable

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

- There is an effective key-person system to help children to feel emotionally secure. Staff offer home visits to get to know children before they start at the pre-school, which helps them to feel settled from the onset.
- The pre-school has a small and established team of staff, who work closely together to provide good-quality care. The owners, who share the responsibility of the manager's role, are involved in the daily practice of the pre-school. They are successful in supporting and motivating staff.
- The quality of teaching is good and children make good progress in their development. Staff know when to intervene in children's play to skilfully extend their learning. For example, as older children play in sand, staff ask questions, such as 'how does it feel?' and 'how many sandcastles have you made?'
- Staff have established good links with local primary schools and other settings that children attend. They use systems to enable them to share relevant information, to help ensure children's learning can be complemented and supported between each setting.
- Children are capable communicators. For instance, they confidently share their ideas and listen well to the views of others during group times.
- Staff do not always use the information they gather from observations and assessments sharply enough to plan precisely for children's next steps in learning to promote rapid progress.
- Although staff develop strong relationships with parents, they do not gather sufficient detailed information from them on entry about their children's capabilities.

## What the setting needs to do to improve further

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

- make more effective use of the information gained from observations and assessments, to plan precise activities that actively support all children to achieve better than good progress
- encourage parents to share more detailed information about their children's capabilities on entry, to inform initial assessments and promote more rapid progress from the outset.

### Inspection activities

- The inspector viewed all areas accessed by the children, including the outdoor environment.
- The inspector observed play and learning opportunities and spoke to staff members and children. She carried out a joint observation of practice with one of the pre-school managers.
- The inspector looked at children's records, evidence of suitability and qualifications of staff, observation and assessment files, planning documentation and a selection of policies. She held a meeting with the pre-school managers.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector discussed methods used for self-evaluation and the impact this has on the pre-school.

**Inspector**  
Kerry Holder

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff have a secure understanding of their roles and responsibilities to protect children. Effective arrangements for the regular supervision and monitoring of staff performance are implemented. For example, staff observe each other and make suggestions to help improve their teaching skills even further. Staff are well qualified and all staff, including management, take part in various training opportunities to help continuously raise the quality of practice. They reflect on their practice and identify any areas for improvement at regular team meetings. For instance, they are in the process of developing their outdoor play area. Parents are complimentary about the care their children receive. The managers use clear systems to monitor and evaluate the educational programmes for children.

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

Overall, staff have established good partnerships with parents. There are appropriate strategies to engage parents in their children's ongoing learning and development. For example, staff share observations of children's achievements with parents and invite them to regular meetings to discuss their children's development. Children enjoy using their imagination as they play with small-world resources and role-play toys. For instance, they use diggers and tractors as they explore sand. Staff consistently promote children's personal and social skills, for example, they teach children about sharing and taking turns and encourage them to behave well. Staff introduce children to simple mathematical concepts, such as counting and learning the names of different shapes. Children acquire the skills and confidence that they need in readiness for school.

### Personal development, behaviour and welfare are good

The environment is welcoming and stimulating. The indoor environment is rich in pictures and displays, which provides children with good opportunities for conversation and discussion. Resources and activities are presented attractively, to encourage children to explore independently. For example, children discover different materials, such as sand, water and paint. Staff help children to extend their independence skills. For instance, children are supported to put on their own coats and shoes for outdoor play. The outdoor area provides children with a wide range of opportunities to develop their physical and exploratory skills. For example, children plant sunflower seeds, they make concoctions in the mud kitchen and explore the bug hotel. Good hygiene practices are followed and children are encouraged to be independent in their self-care. For example, they are supported to thoroughly wash their hands after handling the pre-school's pet guinea pigs. Staff explain the importance of this procedure.

### Outcomes for children are good

Children are independent and motivated learners. They are working comfortably within the range of development typical for their age. Children problem solve. For example, they work out how to move toy boats down pieces of guttering by using water. Children engage in a good range of activities that promote their early literacy skills. For example, they find their own written name as they arrive and write their own name to sign themselves in.

## Setting details

<b>Unique reference number</b>	EY541221
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10089572
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	12
<b>Number of children on roll</b>	77
<b>Name of registered person</b>	Amy Stonehouse And Johanna Tateson Partnership
<b>Registered person unique reference number</b>	RP541220
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01439 408088

Early Explorers registered in 2016. It employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday, from 9.15am until 3.15pm, term time only. The out-of-school provision opens from 3.20pm until 6pm during term time and from 8am until 6pm during school holidays.

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