

# Early Explorers

Old Hall Church, Dewsnap Lane, Dukinfield SK16 4UH



<b>Inspection date</b>	3 May 2019
Previous inspection date	21 January 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Leadership across the setting is capable and determined. The manager's high aspirations and clear vision are translated successfully into every part of the setting's work. Consequently, children have high levels of self-esteem and are well prepared for their move on to school.
- Staff provide excellent opportunities for children to be physically active. Children show good physical dexterity as they balance, jump and climb. They excitedly travel to a 'magical railway' outdoors and become enthralled while digging for 'hidden treasure'.
- Children's personal, social and emotional development is given high priority. The key-person system is highly effective and supports children's physical and emotional well-being. Children settle quickly and develop secure bonds with one another.
- Parental partnerships are a hallmark of this good-quality setting. Parents commend staff on their loving and caring nature. Links with external agencies and other childcare professionals are rooted in trust and respect.
- The support in place for children with special educational needs and/or disabilities is good. The manager leaves no stone unturned when it comes to removing barriers to learning. Robust intervention plans and close monitoring ensure all children make good progress.
- Staff teach children very well about respect, acceptance and tolerance. Children have a good understanding of the diverse community they belong to. They articulately discuss different cultures and talk about the make-up of different family units.
- The management team does not rigorously evaluate the full impact early years pupil premium has on outcomes for children.
- Staff do not always support children's communication and language development to the highest level.

## What the setting needs to do to improve further

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

- strengthen arrangements for evaluating the impact early years pupil premium has on outcomes for children across the areas of learning
- provide children with greater opportunities to further develop their communication and language skills to the highest level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector held a meeting with the management team and spoke with staff and children during the inspection.

#### Inspector

Luke Heaney

## Inspection findings

### Effectiveness of leadership and management is good

The manager, ably supported by the deputy manager, provides strong and uncompromising leadership. She is clear that the setting's purpose is to provide the best education for every child, regardless of their abilities or background. Staff receive the relevant support, guidance and coaching during supervisory sessions and appraisal meetings. Staff attend regular training programmes and keep up to date with changes in legislation. Children are supervised with great vigilance and all areas of the premises are safe. The manager deals with complaints very well. She leaves no stone unturned and provides complainants with a comprehensive outcome of investigations. Safeguarding is effective. Staff have a good understanding of the signs of possible abuse and neglect. They know the referral procedure and understand the steps to take if they have a concern about the conduct of a colleague. Self-evaluation is robust and includes the views of parents, staff and children. The manager's capacity to continually improve and drive forward change is good.

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

Staff have a good understanding of child development and use this well to plan personalised learning experiences. Children relish these opportunities and make good progress towards the early learning goals. Observation, assessment and planning arrangements are good. Gaps in learning diminish quickly and children develop positive attitudes towards their learning. Younger children are fascinated while playing with toy animals in water. They enjoy completing puzzles and show good concentration skills while operating cause-and-effect toys. Older children giggle with delight while chasing bubbles outdoors. They excitedly sing and relish opportunities to make different sounds with pots and pans.

### Personal development, behaviour and welfare are good

Care practices are good. Staff spend time getting to know children and their families during the settling-in period. Children are self-assured and confident individuals. They have good independence skills and take pride in their learning environment. They follow rules and behave well. Staff provide children with an array of opportunities to access the outdoors. Children's laughter fills the air as they splash in puddles of water. They work together to solve problems, such as building towers with cardboard boxes. Children are provided with healthy snacks and are kept hydrated.

### Outcomes for children are good

Children of all ages and abilities make good progress relative to their initial starting points. They are resilient and confident individuals who are keen to take on new challenges. Younger children enjoy playing ring games and become enthralled while playing with dough. Older children enjoy painting and show good concentration skills while attempting to write for different purposes.

## Setting details

<b>Unique reference number</b>	EY490349
<b>Local authority</b>	Tameside
<b>Inspection number</b>	10076512
<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>	2 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Early Explorers Nursery Ltd
<b>Registered person unique reference number</b>	RP534668
<b>Date of previous inspection</b>	21 January 2016
<b>Telephone number</b>	07471198602

Early Explorers registered in 2015 and is located in Dukinfield. The setting employs four members of childcare staff. Of these, three hold appropriate early years qualifications at levels 3 and 4 and one staff member holds qualified teacher status. One staff member is unqualified. The setting opens from Monday to Friday during term time. Sessions are from 9.15am until 3.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

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