

# The Little Explorers Preschool And The Little Explorers 2 Preschool

Rustington Youth Centre and The John De Bohun Room, Woodlands Avenue, Rustington, LITTLEHAMPTON, West Sussex BN16 3HB

<b>Inspection date</b>	21 May 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

- Since taking over the leadership of the provision, the manager has made effective changes to improve the quality of practice. This includes greatly boosting staff morale and successfully bringing staff together as an effective team.
- Children have good relationships with staff. They happily leave their parents in the mornings and eagerly come in to play and learn. Parents comment on the great increase they see in their children's confidence and social skills.
- Staff clearly understand the progress children have made. They make careful assessments from which they plan appropriate next steps in learning for the children.
- Children, including those who speak English as an additional language, make good progress from their starting points. They develop well in their communication skills. They quickly add to their vocabularies and learn how to form sentences.
- Staff welcome support from a range of professionals to support children's learning and to ensure their welfare. They share information with staff in the other settings children attend to ensure continuity. They work with professionals, such as health visitors, to plan actions that they use successfully to close any gaps in learning.
- The manager does not use performance management systems robustly to continually build on and improve upon staff's good teaching skills.
- Staff do not always focus their interactions with children to support the next steps in their learning. This is particularly evident in the outdoor area where children's play is not always fully extended.

## **What the setting needs to do to improve further**

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

- strengthen performance management systems to provide more support to enable staff to build on their good teaching skills
- improve the opportunities for outdoor learning to ensure children's next steps in learning are promoted in all aspects of the provision.

### **Inspection activities**

- The inspector observed activities inside and outdoors.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and staff planning documentation, and checked evidence of the suitability and qualifications of staff.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation with the manager where they discussed children's learning and staff practice.

#### **Inspector**

Kerry Lynn

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager successfully ensures that staff have a strong knowledge of all areas of safeguarding policy and procedure. As a result, staff remain vigilant and knowledgeable about the signs that may indicate that a child's welfare is at risk. The manager provides staff with opportunities to develop new skills and knowledge. For example, she gives them training and guidance to take on new responsibilities. The manager evaluates the effectiveness of practice. She listens to the views of parents, teachers, children and staff to source her evaluations. She carefully monitors children's progress to ascertain areas of learning where children need better input. She has recently acted to improve the provision for teaching maths as a result of her findings.

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

Staff work closely with parents to ensure that they understand each child as an individual. They make good use of children's interests to support their ongoing progress. For example, they use toys relating to favourite characters to successfully help children develop in their personal, social and emotional development and to engage them in imaginative play more confidently. Staff challenge children effectively to help them stretch themselves. For example, children eagerly try to get a ball into a net and learn different ways to throw a ball. Staff prepare children well for their future learning. For instance, younger children develop their hand control when they investigate pegs and manage to open and close them. Older children enjoy sessions where they learn to make marks and give meaning to them, such as beginning to write their own names.

### Personal development, behaviour and welfare are good

Staff effectively promote essential values in children. They successfully ensure children learn to respect the differences that exist between one another. For example, children learn that families can live in different types of homes and explore these when they make buildings in their play. Staff promote positive behaviour well and include parents effectively to ensure continuity in care. One way they involve parents is by introducing the rules that children follow to them so they can use these at home. Children understand and follow these rules well. Staff carefully support children to cope with changes that arise. This includes preparing them well for school where they introduce school routines, such as taking a book bag and story home to share with their parents.

### Outcomes for children are good

Children explore eagerly. They test out ideas, for example working out different ways of flattening dough and realising they can use their tummies. They discuss their actions and play using age-appropriate language skills. Children learn about numbers. Toddlers and older children use their creative skills to decorate numerals, which they correctly identify. Children show good physical skills. They happily and successfully use challenging resources, such as stilts. Children show good levels of independence. They know ways to stay healthy and demonstrate this by fetching and drinking water when they are hot and thirsty.

## Setting details

<b>Unique reference number</b>	EY544292
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10105580
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Howman, Tracy Jane
<b>Registered person unique reference number</b>	RP544291
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07774909369

The Little Explorers Preschool And The Little Explorers 2 Preschool re-registered in 2017 under new private ownership. They operate from one room in each of the Rustington Youth Centre and the John de Bohun room, Rustington, West Sussex. The pre-schools are open each weekday from 9.30am to 12.30pm during term time only. There are 11 members of staff, seven of whom hold appropriate early years qualifications at level 3. The pre-schools are in receipt of funding for early years education for two-, three- and four-year-olds.

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