

Little Explorers

Unit 16, CLEATOR MOOR, Cumbria CA25 5QB



Inspection date	20 June 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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

- The setting owners regularly spend time working in the setting. They have worked closely with the manager and the local authority to develop good practice to ensure that they meet every child's education and care needs.
- Overall, staff are well qualified and committed to developing their knowledge further. There are good systems for the safe recruitment and induction of staff. Suitability checks are completed to ensure that all staff are safe to work with children.
- Staff ensure that children who have specific needs are very well supported. Parents value the staff and state that they feel welcomed and well informed. Staff seek the views of children, parents and other professionals to help them improve and meet family needs.
- Children are happy and keen to engage in play and with their peers when they enter the setting. Staff help children to understand and follow their rules and routines. Children show consideration for their peers and behave very well.
- Staff gather information about children's care and learning needs when they start in the setting. This helps them to plan activities which engage children and help them settle quickly. Staff work closely with parents and follow children's home care routines.
- Staff help children to make healthy lifestyle choices and follow hygiene routines. They provide a range of healthy and nutritious meals, snacks and drinks. Staff also meet the needs of those children with allergies or food intolerances.
- The outside area does not yet provide children who choose to play outdoors with the broadest range of resources to support and extend their knowledge and skills across all areas of learning.
- The continued professional development of staff is not yet focused closely enough on what will help to improve the quality of their teaching and outcomes for children.
- Tracking the progress of groups of children is not yet embedded in practice and being used to further improve outcomes for children.

What the setting needs to do to improve further

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

- strengthen the organisation of the outdoor area to support the development of children who choose to spend long periods of time outside
- focus staff's continued professional development more precisely on what will raise the quality of teaching and outcomes for children
- extend the use of tracking to include different groups of children to help them make the best possible progress.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and owner. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Julia Matthew

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff demonstrate a good understanding of the action to take if they have concerns about a child's welfare or development. A range of policies and procedures are evident in practice, shared with parents and used to help keep children safe. Staff supervise children well and help them to recognise and manage risks. Partnerships with parents are very positive. Parents feel well informed about what children do and learn during their time in the setting. Parents know what to do to support learning at home and share children's achievements so that staff can build on them. Staff are developing strong links with other professionals, schools and settings. These links provide continuity in children's care and learning.

Quality of teaching, learning and assessment is good

Overall, teaching is good. Staff undertake regular observations of children at play and use these to assess children's needs and address any gaps in their learning. Staff work together to plan activities and experiences that support children's interests and help them meet their next steps in learning. Children are challenged to think for themselves and solve problems as they play. Staff encourage children to count, group and sort objects. Older children build towers with wooden blocks and talk about the structures. Younger children enjoy action rhymes. Children with special educational needs and/or disabilities are very well supported. Staff act swiftly to deliver specific and specialist interventions as required.

Personal development, behaviour and welfare are good

Children are very well supported to develop independence and make choices about their learning. Staff provide resources that children can easily access and use in several ways. This helps children to develop their imaginations and test out their ideas. For example, at the mud kitchen area some children use pans to pretend to cook food while others use the pans to transport sand and different objects. Staff play alongside children helping them to investigate and explore. Children develop good physical skills. They listen carefully to staff as they offer advice about how to balance. Children hold their arms out to help them walk upright along an obstacle course. Staff stay close by to ensure that children do not fall but allow them to take some risks as they develop increased control. Children beam with delight as they complete the course without needing help. This helps them to build resilience and a belief in their own ability.

Outcomes for children are good

All children make good progress from their unique starting points. They develop good mathematical knowledge as they count and sort, sing number rhymes and learn about ways to measure and grade objects. Good quality texts are used to engage children as they listen to staff reading stories and ask and answer questions about them. Children become confident communicators and share their ideas. They develop good social skills and are well prepared for the demands of school, when it is time for them to move on.

Setting details

Unique reference number	EY544276
Local authority	Cumbria
Inspection number	10093997
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	30
Number of children on roll	69
Name of registered person	Little Explorers Pre-School Limited
Registered person unique reference number	RP544275
Date of previous inspection	Not applicable
Telephone number	01946 813111

Little Explorers registered in 2017 and is privately owned. It is located in Cleator Moor, Cumbria. The setting employs nine members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and three at level 2. The owner holds qualified teacher status. The setting opens from Monday to Friday all year round. Sessions are from 7am until 7pm. The setting provides funded early education for two-, three- and four-year-old children.

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