

# Inspection of Tiny Explorer Kids Nursery

83 Barnehurst Road, Bexleyheath DA7 6HD

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Inspection date: 26 November 2019

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Not applicable

## What is it like to attend this early years setting?

### The provision is good

The staff plan activities which cover all seven areas of learning. The activities are based on children's interests and what they have already learned, supporting them to develop their knowledge further. When planning activities, staff carefully consider what they want the children to learn and how best to teach them. Children are motivated to learn and interested in a wide range of activities that help them to achieve. For example, older children enjoyed making waves in the water tray to see what happened to the sea creatures. Children enjoy spending time outside, demonstrating good physical skills. They are well supported to acquire key skills in readiness for the next stage in their learning. For example, younger children excitedly put on outdoor clothes ready for their forest school activity in the local woods, collecting leaves and exploring muddy puddles. Children develop positive attitudes and are eager to learn while playing with the childminder. Children happily engage with the enthusiastic staff during activities. However, on occasions, staff miss opportunities to extend children's thinking when asking them questions as they play. Children behave well. They willingly follow instructions and benefit from lots of praise. Partnerships with parents are strong. An established key-person system is in place. However, on occasions, insufficient support is provided for children who are new to the setting.

### What does the early years setting do well and what does it need to do better?

- The manager is committed to continually building on the good-quality care and education provided. As a team, staff reflect on their strengths to enhance the nursery and target areas for further development effectively.
- Staff are qualified and are supported well to gain further qualifications. All staff are provided with regular safeguarding and first-aid training. The manager has an ambitious but realistic vision for the nursery. Staff feel involved in decisions that affect their practice and they have time out of the sessions to update children's progress records.
- Children benefit from a good start to their early education. From the youngest age, they are engaged in their play and are motivated to learn and explore. Children progress through the nursery with ease due to the well-organised transition between rooms. They leave for school confident, sociable and ready for their future learning.
- Activities on offer are challenging and staff join children's play well. Sometimes, however, opportunities are missed to question children to challenge their thinking as they play. For example, during free-play activities, staff did not challenge children on how to construct the train track.
- A strong focus on language and literacy throughout the nursery contributes to children's good speaking and listening skills. Younger children happily recite songs and rhymes and join in with actions. Older children delight in listening to

familiar stories and joining in the repeated refrains.

- Staff promote children's understanding of mathematical concepts well. For example, younger children counted how many dinosaurs they had, and older children confidently counted how many seashells they could find hidden in the water.
- The key-person system means that babies' emotional needs are met well. Babies benefit from plenty of cuddles, comfort and reassurance when they are unsettled. They are looked after by staff who are fully aware of their individual needs. However, on occasions, older children who are new to the setting are not supported as well as others, particularly those with weaker communication skills and children who speak English as an additional language.
- Partnerships with parents are good. Staff offer advice and support about how parents can continue their children's learning at home with regular homework. Parents' feedback is positive.
- The manager and staff team are good role models and have clear expectations of behaviour. For instance, children share, take turns and support each other.
- Children make good progress, including those with special educational needs and/or disabilities. The manager has introduced an effective monitoring system to ensure any gaps in children's learning are closed quickly.

## Safeguarding

The arrangements for safeguarding are effective.

The manager has rigorous recruitment procedures in place to ensure staff are suitable to work with children. All staff complete mandatory training to ensure their safeguarding knowledge is up to date. Staff have a good knowledge of safeguarding practice, including reporting procedures and the 'Prevent' duty. Consequently, they are aware of the procedures to follow should there be any concerns regarding a child's welfare. The managers ensure that daily risk assessments are carried out. Staff carry out a visit beforehand for off-site trips to complete risk assessments to minimise potential risks. This helps to keep children safe.

## What does the setting need to do to improve?

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

- strengthen the questioning skills of staff so that they extend children's learning as they play
- improve arrangements for children new to the setting to be supported more effectively, particularly those who are at an early stage of speaking English as an additional language.

## Setting details

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|--|---|
| <b>Unique reference number</b>                   | EY551512  |
| <b>Local authority</b>                           | Bexley  |
| <b>Inspection number</b>                         | 10130809  |
| <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>                     | 0 to 4  |
| <b>Total number of places</b>                    | 16  |
| <b>Number of children on roll</b>                | 41  |
| <b>Name of registered person</b>                 | Edeki, Abosede Omolola  |
| <b>Registered person unique reference number</b> | RP514916  |
| <b>Telephone number</b>                          | 07946388050   |
| <b>Date of previous inspection</b>               | Not applicable  |

## Information about this early years setting

Tiny Explorer Kids Nursery registered in 2017 and is situated in the London Borough of Bexley. It operates Monday to Friday from 7am to 7pm, all year round, except for Christmas and bank holidays. There are nine members of staff, eight of whom hold relevant childcare qualifications. The manager holds a level 5 qualification.

## Information about this inspection

### Inspector

Tracey Murphy

### Inspection activities

- A joint observation of activities was carried out with the manager and the impact of this on children's learning and development was evaluated.
- The inspector conducted a learning walk with the manager to discuss how the curriculum is planned and what opportunities are available for children.
- The inspector sampled a range of documentation, including staff first-aid certificates and evidence of staff suitability.
- The children, staff and some parents spoke with the inspector.
- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.

We carried out this inspection 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.

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