

Inspection of Little Explorers

206C Maidstone Road, ROCHESTER, Kent ME1 3EJ

Inspection date: 28 February 2020

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children of all ages benefit from a nurturing and rich learning environment that is wholly focused around each child's individual needs and abilities. Leaders and staff organise an exciting and thought-provoking curriculum that staff implement exceptionally well. This enables children to achieve their best possible progress.

Staff have an excellent knowledge of children's interests and what they can already do when they first start by working closely with parents. For example, staff understand that new babies like exploring sensory experiences so they take the babies' socks off to feel and investigate sand with their feet. As a result, babies settle extremely well and are very confident in their surroundings, which shows they feel safe and secure. They are very eager to learn and swiftly build their physical skills. For example, young children confidently pull themselves up to stand and attempt to get ready for walking.

Children form exceedingly good relationships with their friends and play cooperatively together. Staff have highly effective plans in place to help children learn to manage their own behaviour and implement these very well. This helps children learn exceptional levels of self-control and understand how to start regulating their emotions. Children think critically for themselves and persist when difficulties arise. For example, they carefully consider why a whisk does not fit into a cup. They test their ideas, moving the whisk in different ways to solve their problem. These are important skills they need for their future learning.

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

- Leaders and staff work exceptionally well together. The quality of education is outstanding. The curriculum intent is embedded firmly and consistently throughout the nursery. Staff implement this exceedingly well and efficiently know what their children need to learn for their future success.
- Staff enthusiastically sing nursery rhymes and songs that young children enjoy. They ask age-appropriate questions and consistently challenge children's learning. For instance, staff stop singing so that children can continue the verse and fully build their language skills. Staff form very positive relationships with their key children. They model language remarkably well and provide clear explanations. For instance, young children call an animal 'baa baa' and staff sensitively introduce the word 'sheep' to extend their vocabulary further.
- Leaders and staff support any potential gaps in development exceptionally well. They swiftly identify where children may need extra support and ensure that incisive strategies are in place to meet their additional needs. Leaders and staff sharply monitor children's progress to help them prepare exceedingly well for their next stage in learning. For example, they seek prompt assistance from

other professionals, organise targeted plans and a nurture group to make sure that development gaps rapidly close.

- Leaders monitor their staff efficiently. They place a very strong emphasis on promoting staff well-being and minimising any issues with workload. Staff are extremely positive about the supervision and support provided. Leaders have an excellent oversight of their provision and continually evaluate the nursery to help ensure they are providing outstanding learning and care. For example, they use children, parent and staff surveys to gain their views. Leaders make contact with the local schools once the children have moved, to ascertain how ready children were for their transition.
- Children benefit from rich opportunities that help them have an excellent insight into each other's backgrounds and diversity. For instance, leaders arranged with a grandparent a visit to a Sikh temple and invited children from a neighbouring school to attend. They visit the greengrocer and the coffee shop and display pictures at the setting, reflecting a broad range of different people. This helps children highly respect and value each other and comprehend their individuality.
- Staff efficiently support older children's early reading skills. They read stories that excite and highly motivate children to learn, such as 'Room on the Broom'. Staff use excellent expression and encourage children to recall what they know to build their knowledge even further. Children excitedly join in and thoroughly enjoy the activity. For instance, they take turns to stir the cauldron and pass round a toy dog and duck that accompany the story.
- Leaders have a very comprehensive understanding of how to use additional funding, including for the use of disadvantaged children. For example, they organise extra sessions at nursery so that children can benefit from high quality learning experiences.
- Children learn exceptional levels of independence for their age. For example, toddlers instinctively know the hand hygiene routines to follow before they have their lunch. Staff expertly help children to do things for themselves, which are tailored to their abilities. For instance, staff fill a jug with just enough water so that children can manage the task themselves. Children have excellent hand-to-eye coordination as they pour their drinks, serve their dinners and use cutlery.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have an excellent understanding of all areas of safeguarding, including current legislation and guidance, such as the 'Prevent' duty. Staff have a very comprehensive understanding of what to do if leaders do not take action and how to escalate their concerns to other agencies. They ensure that children are safeguarded at all times, including respecting babies' and young children's dignity and privacy when changing nappies. Leaders and staff talk to children to ensure their voices are heard and to make sure they feel safe at nursery. Leaders have very robust vetting and recruitment systems to help ensure staff are suitable for their roles and responsibilities.

Setting details

Unique reference number	EY313883
Local authority	Medway
Inspection number	10108616
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	41
Number of children on roll	40
Name of registered person	Little Explorers Day Nursery Ltd
Registered person unique reference number	RP525814
Telephone number	01634 840437
Date of previous inspection	10 May 2013

Information about this early years setting

Little Explorers registered in 2005 and is in Rochester, Kent. The nursery is open Monday to Friday, 8am to 6pm, throughout the year, apart from bank holidays and two staff training days. There are 14 members of staff, 12 of whom have appropriate childcare qualifications, including two with early years professional status and one with qualified teacher status. The provider receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Stephens

Inspection activities

- The inspector observed the quality of education and the impact this has on children's learning and development.
- A learning walk was conducted with leaders and the inspector.
- The inspector held discussions with leaders and staff at appropriate times throughout the inspection.
- The inspector viewed a range of documentation, including evidence of suitability checks and staff qualifications.
- The inspector spoke to parents and children.

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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