

Inspection of Mini Explorers Nature Nursery

Droitwich Rugby Football Club, Glyn Mitchell Memorial Ground, Hanbury Road,
Droitwich, Worcestershire WR9 7DU

Inspection date: 9 June 2021

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children spend the vast majority of their time in the wood, and learning outdoors, safely and under supervision. They gain a deep knowledge of the natural world and develop their fascination about the changes in seasons and nature. Children enjoy using real binoculars in the bird watching area to identify birds and wildlife they see.

Children are extremely skilled at cutting and squeezing grapefruits, lemons and limes and compare them to aubergines. They show wonder as they smash frozen eggshells to discover the flowers and herbs that they have frozen inside. Staff skilfully use their interactions to encourage children to think and build on what they already know. For example, children use test tubes, food colouring and pipettes to mix and identify colours and create new ones.

Children show a real love for books and making up their own stories and are very proud of their creations. They confidently use a range of descriptive words during detailed conversations with staff. All children, including the youngest, listen exceptionally well. They show high levels of concentration during all group activities. Children remain extremely absorbed in their chosen activities. They have time to explore at their own leisure. Children form close bonds and interact exceptionally well with each other and negotiate as they play.

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

- Staff's teaching and the excellent use of the highly simulating environment and resources contribute strongly to outstanding outcomes for children. Staff expertly use aspects of the forest school ethos and Reggio Emilia approach to deliver a curriculum, which is centred on exploration and discovery outdoors. They focus heavily on encouraging children to be independent, resilient and excellent problem solvers.
- Promoting children's physical development is at the heart of the educational programme. The highly knowledgeable staff provide an inspiring range of experiences to strengthen children's arm and hand muscles and build their core strength. For example, children confidently use hammers to nail the cloths, which they have stained with plants, to the log.
- Staff make excellent use of the outdoor environment to provide controlled high-risk activities. They help children to identify hazards as they learn how to cut and join wood using tools. Children persevere as they create their own fire using flint and wool and diligently follow the rules in place around the fire pit. Children climb trees, make dens and use obstacle courses they have created.
- Staff value each parent's views and opinions. Their inclusive approach results in extremely strong relationships with parents. Staff provide expert advice to

parents about how they can support their child's mathematics, language and literacy skills at home. Parents report very high levels of satisfaction about the care and learning their children receive. They state the electronic assessment system and the social media page is fantastic for sharing what their children have been learning.

- Staff provide excellent support for those families who need it most. As a result, children with special educational needs and/or disabilities make excellent progress from their starting points. During the COVID-19 (coronavirus) pandemic staff have been relentless in pursuing the external support children need to help them achieve and close gaps in their learning. Staff skilfully and gently support these children to increase their confidence and take part and they thoroughly enjoy their experiences.
- Staff deployment is excellent and their high-quality interactions help each child to succeed. Staff use their observations of what children know and can do to provide highly challenging experiences. They provide learning opportunities based on children's individual learning styles to motivate them. Staff carefully track children's progress and identify their unique qualities. They expertly support children to develop their literacy and mathematical development.
- Staff provide a rich range of experiences to teach children about people, families and communities beyond their own experience. They help them to learn about differences within the group and confidently challenge any negative stereotypes about race, gender and sexual orientation.
- The highly qualified and experienced manager and owner, who work directly with staff, lead a happy and dynamic team. The staff team are extremely reflective in their approach and share the leaders' vision for excellence. The manager is rigorous and provides incisive support, supervision and coaching to ensure teaching is of the highest quality.

Safeguarding

The arrangements for safeguarding are effective.

All staff have an excellent understanding of child protection issues and the procedures to follow to safeguard children. Staff work exceptionally well with other agencies who work with children, to keep them safe and promote their welfare. Rigorous recruitment and induction processes ensure all staff employed are of the highest quality and suitable to work with children. The high ratio of staff to children and comprehensive risk assessments ensures children are kept safe in this vast outdoor environment. The indoor areas are equally as safe and kept clean and hygienic. Children's safety is given the utmost priority. For example, each child is assessed, to ensure they are emotionally and developmentally ready to take part in any high-risk activities.

Setting details

Unique reference number	EY561465
Local authority	Worcestershire
Inspection number	10190857
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	30
Number of children on roll	33
Name of registered person	Saddington, Gemma Louise
Registered person unique reference number	RP561464
Telephone number	07549373955
Date of previous inspection	Not applicable

Information about this early years setting

Mini Explorers Nature Nursery registered in 2018. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 4pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs six members of childcare staff. Of these, one holds qualified teacher status, one holds a childcare qualification at level 6, one holds a qualification at level 5 and the others hold a qualification at level 3. The nursery uses aspects of the forest school and Reggio Emilia educational philosophies.

Information about this inspection

Inspector

Parm Sansoyer

Inspection activities

- This was the first inspection the nursery received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in the evaluation of the setting.
- The manager and the inspector completed a learning walk together to check the safety of the outdoor areas and premises, to gather information about the curriculum provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out 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 nursery.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.

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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