

# Inspection of Little Explorers Day Nursery

Foley Road East, Streetly, Sutton Coldfield, West Midlands B74 3HR

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Inspection date: 29 July 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children and parents are greeted warmly by friendly staff. Children come happily into the nursery and quickly settle into the familiar routines. Staff have helped children to settle quickly back into the setting following a brief period of closure due to the COVID-19 (coronavirus) pandemic.

Staff provide a variety of interesting natural resources and play materials and children soon become engrossed in their play. Children freely explore the outdoor area and staff support them to take appropriate risks. For instance, children have good opportunities to challenge their physical skills while climbing on the wooden boat and when negotiating the large tyres around the outdoor area. Older children show great delight as they dig in the garden and find worms. The babies have regular time outdoors and are provided with many sensory experiences.

Children behave well. They take turns with others and are well mannered. Staff are good role models and provide clear explanations to support children's understanding of positive behaviour. They support older children in learning how to respect and value the differing needs of their friends. This helps children to gain skills that prepare them well for their future learning, including their move to school.

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

- The manager has introduced a balanced curriculum and staff have created an environment that sparks children's curiosity. They extend learning by interacting with children during their chosen play. Staff provide planned activities based around a chosen book of the month. Children enjoy learning new words and the meanings of the words as they listen to the familiar story. All children make good progress from their individual starting points.
- Children are engaged busily in drawing and writing, creating with play dough, listening to stories and painting. Staff swiftly identify any gaps in children's learning and plan activities to help to close them. Staff support children's learning well but, sometimes, they miss opportunities to develop children's early skills in mathematics.
- Children show high levels of self-assurance as they greet visitors. They have built secure relationships with their key person and show confidence as they explore their surroundings. Staff help children to develop their independence. For example, children are encouraged to give out plates and cups at mealtimes. They know the importance of hand washing before snacks and meals.
- Staff are responsive and sensitive to babies' individual needs. They intuitively sing rhymes and songs during play. This inspires babies to respond appropriately and move around. Staff instantly recognise when some children need additional

support and cuddles so that they feel secure. Older children enjoy singing along to favourite songs and enthusiastically join in. Overall, staff promote children's communication and language skills. However, occasionally, some staff do not use every opportunity to encourage children to participate in conversations appropriate to their stage of development.

- Children enjoy taking part in creative activities and have good imaginative skills. For example, children experiment with a range of textures and materials, such as pine cones, twigs, and pebbles, while they play. Staff have developed children's understanding of people and places. Children have enjoyed exchanging postcards with children in New Zealand and linking up with Spanish children to sing familiar songs.
- Partnerships with parents are good. Staff communicate with parents regarding their children's progress and next steps in learning through an online system. Parents say they feel well informed, including throughout the COVID-19 pandemic, and they can see the progress children have made within their learning and development. The staff team works closely with parents and other professionals to ensure that children who have special educational needs and/or disabilities get the required levels of support they need.
- The manager continually reflects on the provision to identify further ways to build on good practice. She has revised the supervision system to include regular 'coffee chats' to enable this to be a fully supportive experience. The manager values the views and comments of parents, children and the staff to help identify areas for improvement.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff team demonstrate a secure understanding of the procedures to keep children safe from harm. They are aware of the possible signs that might indicate that a child is at risk. The staff know how to report any concerns they may have about a child in their care. The manager ensures that staff attend regular child protection training to ensure that they keep their knowledge up to date. Staff benefit from a rigorous induction and robust recruitment procedures are in place to ensure those working with children are suitable to do so.

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

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

- strengthen the quality of teaching further by ensuring that children have more opportunities to develop their mathematical skills
- support staff to recognise and make more effective use of spontaneous opportunities to extend children's conversations.

## Setting details

<b>Unique reference number</b>	EY491501
<b>Local authority</b>	Walsall
<b>Inspection number</b>	10203245
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	64
<b>Number of children on roll</b>	107
<b>Name of registered person</b>	Little Explorers Day Nursery (Streetly) Ltd
<b>Registered person unique reference number</b>	RP905166
<b>Telephone number</b>	0121 439 8200
<b>Date of previous inspection</b>	11 July 2017

## Information about this early years setting

Little Explorers Day Nursery registered in 2015. The nursery employs 21 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2, 12 hold qualifications at level 3, and one has an appropriate qualification at level 6. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The setting's ethos is based on the curiosity approach.

## Information about this inspection

**Inspector**  
Jacqueline Coomer

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The Inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The inspector and the nursery manager completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum is organised. A joint observation was carried out by the inspector and the nursery manager.
- The inspector held discussions with staff and parents and talked to children at appropriate times during the inspection.
- The inspector looked at a sample of the nursery's documents. This included evidence about staff suitability and training.
- A meeting was held between the inspector and the nursery manager.

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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