

# Inspection of Explorers Collier Row

39 Collier Row Road, Romford, Essex RM5 3NR

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Inspection date:

24 November 2021

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

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

### The provision requires improvement

Children are visibly happy when they arrive at this welcoming, friendly and safe nursery. Staff plan exciting activities for children to join in with, to help support their learning. Children are keen to explore the wide-ranging play opportunities and concentrate well in their play. However, staff's expectations of children are varying. For instance, at times, staff do not teach older children how to behave appropriately, to help them understand what is expected of them.

Children benefit from staff's positive partnerships with parents. Parents say that they make good use of the parent app that the nursery uses to communicate with them. Staff use this to share information with parents regularly, to help them know what their children are learning in the nursery and how they can help at home. Staff form positive bonds with children. They are approachable and caring, and support children's emotional needs well. Children have interesting play experiences. For instance, they enjoy joining in with mixing experiments and explore what happens when water and oil are mixed together. Children are keen to try and focus well.

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

- Overall, leaders have records in place to evidence that vetting checks have been completed for all staff, such as all staff completing a Disclosure and Barring Service check. Although thorough safer recruitment checks are carried out by leaders to confirm that staff are suitable to work with children, not all records in relation to this are easily available, as required, during the inspection. This is a breach to requirements.
- The manager knows what she wants children to learn. She generally shares these learning intentions with staff to help children to gain some skills they need for future learning, such as communication skills. For instance, staff support children's language skills well during story time. They use questions to help encourage children to contribute during discussions about the story, supporting their conversation skills well.
- Children have opportunities to learn to be independent. For example, staff encourage them to serve themselves at mealtimes to help instil a sense of responsibility. Children also know how to tidy up when they are finished eating. Mealtimes are calm and children behave well during these routines.
- Children have opportunities to use real-life objects, such as during imaginative play, to help aid their learning and understanding of the world. However, staff do not consistently teach children what objects are meant to be used for, such as during role play activities, to help them understand how to use them correctly and safely in their play with others. This weakness means that children do not develop their social and physical skills as well as they could.

- Leaders have suitable monitoring systems in place to help identify any weaknesses in staff's teaching and skills. However, they do not always actively seek training following advice from other professionals, such as the local authority, to help further develop all aspects of practice that have scope for improvement.
- Overall, staff have suitable opportunities to improve their knowledge. For instance, leaders share information with them about appropriate handling of children, to refresh their understanding of this. However, induction programmes are not robust enough to ensure that these expectations are shared from the start, so that all staff are always aware of their responsibilities. Although, effective child supervision procedures and the successful implementation of a no lone working policy help to minimise any risk to children.
- Staff suitably support children's understanding of how to be physically healthy. Children eat nutritious and balanced foods during mealtimes and have opportunities to be physically active during play outside. For instance, children use equipment to balance and climb on, to help support their balance and physical skills.
- Leaders form relationships with other agencies that help to support children. For instance, they share information with other professionals, seeking any additional support and guidance they can, to help children with any special educational needs and/or disabilities (SEND). However, this information is not always shared effectively with the wider staff team to ensure that all staff working with these children are fully aware of how to support them in their development, particularly in the absence of the key person. This hinders the progress that children with SEND are able to make.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand their duty to keep children safe and know how to maintain children's well-being. They know what the possible signs are that may indicate a child is at risk and how to report their concerns. Staff understand the procedures to follow if an allegation is made about an adult who works with children. The premises are safe and secure. Staff follow risk assessment procedures to help keep children safe. They are able to recognise possible risks and know what action to take to help ensure children's welfare.

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

**To meet the requirements of the early years foundation stage, the provider must:**

|  |                 |
|--|-----------------|
|  | <b>Due date</b> |
|--|-----------------|

|   |            |
|---|------------|
| ensure that records are easily accessible and available for the purposes of sharing information with social services and Ofsted   | 28/12/2021 |
| improve staff's interactions with children to ensure that they are fully supported in their play and that all children learn what appropriate behaviour is  | 28/12/2021 |
| ensure that staff receive a thorough induction to help them to have a clear understanding of their role and what is expected of them, particularly with regards to physical handling of children. | 28/12/2021 |

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

- develop a more focused programme of professional development to help swiftly address any weaknesses identified and improve practice
- improve the quality of communication from leaders to staff, so that staff have a better understanding of how they can support children with SEND, or those who are not making expected progress in their learning.

## Setting details

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|--|---|
| <b>Unique reference number</b>                     | 2515341   |
| <b>Local authority</b>                             | Havering  |
| <b>Inspection number</b>                           | 10197672  |
| <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> | 1 to 4  |
| <b>Total number of places</b>                      | 30  |
| <b>Number of children on roll</b>                  | 61  |
| <b>Name of registered person</b>                   | Cook, Richelle                                      |
| <b>Registered person unique reference number</b>   | 2515340   |
| <b>Telephone number</b>                            | 07854218146   |
| <b>Date of previous inspection</b>                 | Not applicable                                      |

## Information about this early years setting

Explorers Collier Row registered in 2019. The nursery operates all year round, from 7.30am to 6pm, Monday to Friday. There are 18 staff who work with the children. Of these, 15 hold relevant early years qualifications. The manager holds a level 3 qualification. The setting is in receipt of funding for the provision of early education for children aged two and three years.

## Information about this inspection

### Inspector

Anneka Mundy

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and the inspector conducted a joint learning walk, where the manager explained what they want children to learn at the nursery.
- The inspector and the manager undertook an observation of a teaching activity together to consider the quality of education.
- Parents provided feedback on their experience of the nursery, and the inspector engaged with children at appropriate times during the inspection.
- The inspector looked at documents relating to the suitability of those working with children, including their recruitment checks and first-aid qualifications.

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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