

# Inspection of Lets Explore Day Nursery

Lets Explore, 59-61 Brighton Road, Horley, Surrey RH6 7HJ

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Inspection date: 19 January 2022

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## **Overall effectiveness**

## **Requires improvement**

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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 safe and happy at the nursery and, for the most part, enjoy their time exploring a range of well-planned activities. For example, babies confidently dig soil in the garden and two-year-olds explore making marks as they paint with toy cars. Pre-school children enjoy threading beads onto string and show secure hand-eye coordination. However, some group activities in the pre-school are not effective and do not meet children's learning needs. Also, changes of routine are not organised well in pre-school, meaning children miss valuable time to play and learn.

Children form positive bonds with staff and each other and build secure social skills. For example, babies enjoy reassuring cuddles with the attentive staff, and are keen to include them in their play. Older children play happily together and develop their imaginary play in groups, such as when looking after baby dolls and 'cooking' in the role-play kitchen.

Some children with special educational needs and/or disabilities (SEND) do not receive the support they need. They do not benefit from effective strategies to close gaps in their learning and do not make good levels of progress. Despite this, most children are supported well. Babies learn to walk from an early age and confidently manoeuvre challenging climbing equipment. Two-year-olds enjoy group singing sessions and older children recognise shapes well as they explore play dough.

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

- The manager is well supported by her ambitious deputy, and together they have a positive vision for the nursery. They have systems in place to monitor and support staff's professional development and have identified some areas of weakness in the nursery. Staff practice has been impacted by increased absences due to the COVID-19 pandemic. However, the manager has not acted quickly or effectively enough to improve standards and ensure there is good practice across the nursery.
- The manager and staff have a good overall understanding of their curriculum and what they want children to learn. They have a shared focus on communication and language development and most children are supported well. For example, staff model language clearly for babies and encourage interesting conversation with older children. However, some children with identified speech and language delay are not supported well. Staff do not have effective strategies in place and do not consistently model clear and simple language for those children with SEND. They do not meet children's additional needs well enough, which has an impact on their ability to catch up in their

learning.

- Despite this, overall, staff plan well for most children's learning and use children's interests to make learning fun. For example, babies develop their physical skills as they use ride-on toys outdoors. Two-year-olds show care for others as they gently 'feed' baby dolls and put them to sleep. They talk confidently about their home experiences and show good communication for their age. Pre-school children enjoy listening to stories and show an interest in books and literacy. They count confidently past 10 and think of words beginning with the letters they see.
- Overall, staff are positive role models and children learn to behave well and share. However, changes of routine are not organised well in the pre-school, which disrupts children's learning and affects their behaviour. For example, during the inspection, it took 15 minutes for staff to get children ready for the garden. During this time, children were not engaged in learning and got distracted because they were bored. For instance, some children wandered around the room making noises and stopped listening to staff, while others rolled around on the floor.
- Parents are appreciative of the support they receive and feel well involved in their children's learning. They comment enthusiastically on the benefits of regular feedback on their children's development and support for home learning.
- Staff do not organise some group times effectively and do not act quickly enough to identify issues that arise. For example, during the inspection, group time in the pre-school room lasted too long, with many of the children losing interest, focus and concentration. Staff did not adapt their teaching to keep children engaged or bring the activity to an end. Subsequently, some children did not participate in or benefit from the activity for long periods of time and their learning was not supported effectively.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff attend regular safeguarding training and work well as a team to keep children safe. Staff are regularly tested on their knowledge and confidently know how to recognise the signs that a child's welfare may be at risk, including from neglect and extremist views. There are effective procedures in place and staff know the actions to take, to report and escalate any such concerns if needed. The manager and staff work hard to ensure the environment is safe and secure for children and minimise risks vigilantly.

## 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>
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ensure all children with special educational needs and/or disabilities (SEND) receive the extra support and attention they need to help them to close the gaps in their learning	28/02/2022
manage changes of routine effectively in the pre-school, to ensure children do not have to wait for unnecessarily long periods of time	28/02/2022
improve the organisation of group activities in the pre-school to ensure children engage well and benefit from the learning opportunities	28/02/2022
improve support for staff's professional development to act quickly and decisively on identified areas of weakness.	28/02/2022

## Setting details

<b>Unique reference number</b>	2547849
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10215623
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	80
<b>Number of children on roll</b>	140
<b>Name of registered person</b>	Lets Explore Day Nurseries Ltd
<b>Registered person unique reference number</b>	2547848
<b>Telephone number</b>	0330 055 3336
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Lets Explore Day Nursery registered in 2019. It is located in Horley, Surrey. The nursery operates from Monday to Friday, 7am to 7pm, all year round. There are 19 staff members, 16 of whom hold relevant qualifications between level 2 and level 3. The nursery receives funding for the provision of early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Ben Parsons

## 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 manager and has taken that into account in their evaluation of the setting.
- The inspector carried out a learning walk with the manager to discuss the nursery's curriculum intent.
- The views and opinions of the children, staff and parents were taken into account during the inspection.
- The inspector observed the quality of teaching during activities and jointly assessed the impact this has on children's learning and personal development with the manager.
- The inspector looked at a sample of documentation, including staff suitability records and first-aid certificates.

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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