

# Inspection of Little Explorers, Carleton

99 Fleetwood Road, Poulton-le-Fylde, Lancashire FY6 7NU

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Inspection date: 12 January 2022

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

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

### **The provision is outstanding**

Children thrive in this high-quality nursery. Due to the COVID-19 pandemic, parents leave their children at the nursery door. Staff enthusiastically welcome children as they register themselves. Leaders and staff have created a highly stimulating environment that reflects children's interests. Staff are ready to interact with children and enhance their learning in every area. They show children new activities, sparking their curiosity and a sense of wonder. Staff know each child exceptionally well and focus on developing their learning skills. As a result, all children engage highly as they learn through play. Those who are less confident, benefit from the calm and encouraging staff as they try new experiences. Furthermore, staff consistently talk to children about what they do in play, skilfully extending vocabulary and modelling speech. For example, as younger children explore bears, staff name the different species. They extend this by telling them that 'the bear is stomping'. Children confidently share their new knowledge as they show the bears to others. Staff also challenge children to solve problems and readily praise their ideas. For instance, when asked how they could get toy trains out of a tunnel, some children show great determination as they experiment with angles. When children find something difficult, staff encourage them to persevere. As a result, children remain engrossed in learning and show high levels of confidence.

Behaviour in the nursery is exemplary. Staff have high expectations of all children. They model sharing and talking respectfully to each other. Consequently, children show consideration and are quick to help their peers. Furthermore, staff teach children the language of emotions. Pre-school children talk confidently about how to help themselves or others to regulate their emotions. Children are incredibly independent. For example, staff teach children how to use cutlery and pour drinks. They actively promote choice, developing children's sense of self. Older children contribute to a pupil council, sharing ideas and planning trips. Staff work tirelessly to give children a well-rounded experience, where everyone is celebrated and supported.

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

- Parents are tremendously complimentary about the nursery. They value the experiences that children have, such as making dinner around the campfire. Parents feel fully involved in their child's learning. They greatly value the opportunities to update their children's electronic learning journals and discuss their progress at regular meetings. Parents comment on how confident and able their children have become since they began attending. Superb partnership continued during the COVID-19 lockdowns. Staff planned challenges for children to complete at home. They carefully matched the activities to what each child

needed to learn to ensure that they continued to make outstanding progress.

- The manager is an inspirational and passionate leader. She shares her vision for the setting confidently with her staff. Subsequently, all staff are committed to providing the very best early years provision for children and their families. Leaders diligently monitor practice. They constantly work alongside staff, offering precise support to ensure that the needs of all children are superbly met. The manager has recently appointed a member of staff as an ambassador for two-year-old children. She ensures that the curriculum is well matched to the needs of this age group. Consequently, all children benefit from opportunities that are designed to build on what they already know and can do. Children are extremely well prepared for their next stage of learning.
- Well-qualified staff show a deep understanding of child development and the ways children learn. They follow the children's lead, actively encouraging children to think and experiment. They teach early literacy and mathematical concepts meticulously. For example, staff model counting and size with younger children. Older children build on this as staff teach them how to order numbers by quantity. In the writing area, staff scribe children's stories and encourage them to make marks when writing their own ending. Older children begin to form letters correctly as staff model how to write.
- Communication and language development is a strength. The nursery is exceptionally well staffed, ensuring children always have an adult to talk with. Staff model taking turns in conversation and lead discussions about items of interest. For example, items from around the world prompt questions about their use. Children learn to ask and answer questions and listen to each other. When they use new words, staff celebrate with them and plan opportunities to use that vocabulary in children's play. The sharp focus on communication ensures that children who struggle to develop their speech are rapidly identified and helped. By the time they leave, most children are excellent communicators.
- A dedicated member of staff focusses on children with special educational needs and/or disabilities. She liaises with specialist teachers and other professionals to plan timely and successful interventions. Children with targets are well supported by all staff and receive praise for their achievements. As a result, they make outstanding progress towards their next steps.

## Safeguarding

The arrangements for safeguarding are effective.

Staff attend appropriate safeguarding training and take turns to refresh everybody's safeguarding knowledge in staff meetings. All staff are highly knowledgeable about safeguarding and document concerns diligently. Furthermore, e-safety is a priority, with a member of staff leading this across the nursery. A systematic approach develops children's awareness of stranger danger from a young age. Staff build on this with older children by demonstrating using the internet for a purpose and giving messages about screen time. Staff read children books that teach them about keeping safe online. In addition, weekly forest-school sessions teach children about boundaries and how to manage risks. They learn to

work together to keep themselves safe.

## Setting details

<b>Unique reference number</b>	EY549104
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10145070
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	55
<b>Number of children on roll</b>	120
<b>Name of registered person</b>	Adventures in Learning Limited
<b>Registered person unique reference number</b>	RP535183
<b>Telephone number</b>	01253 882041
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Explorers, Carleton registered in 2017. The nursery employs 29 members of childcare staff. Of these, 25 hold appropriate early years qualifications to at least level 3, including three with qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Susie Millward Sampson

## Inspection activities

- This was the first routine inspection the provider 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 provider.
- Children spoke to the inspector about what they enjoy doing at nursery.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager carried out a joint observation of an activity with the inspector.
- The inspector spoke with the nominated individual and the managers about the leadership and management of the setting.
- The manager joined the inspector on a learning walk of the setting and talked to the inspector about the curriculum and what they want children to learn.

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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