

# Inspection of Little Explorers

Ackworth Cricket Club, Wakefield Road, Ackworth, Pontefract WF7 7DF

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Inspection date:

10 February 2022

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

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 happy and settled in the nursery. They have good bonds with staff and their individual care needs are met. Staff work hard to help new children settle in at the nursery, following closures as a result of the COVID-19 pandemic. For instance, young children can access their comfort items easily. Staff provide reassurance when they become upset. Children benefit from lots of positive praise from staff and their behaviour is good. They begin to develop social skills and self-confidence. The majority of children are engaged in activities throughout the day and make choices about where they would like to play.

Expectations for children are variable and, on occasion, the curriculum focus is unclear. For example, staff attempt to work on developing young children's small-muscle skills rather than helping them to begin to speak. However, children with special educational needs and/or disabilities are supported effectively and they make good progress. Although there are weaknesses in the quality of staff's teaching, they are aware of children's interests. They provide activities which are exciting for them. For example, children enjoy playing outdoors in the mud kitchen and sand area. Others make vehicles from magnetic blocks and use pens to make marks on paper.

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

- The management team is working on ways to embed the new curriculum and have made changes to the way staff plan activities. Although some staff support children effectively on a one-to-one basis, other activities lack purpose. Staff do not extend learning or challenge children to build on their skills. Clearer vision is needed to ensure that all children receive high-quality experiences and are well prepared for the next stages in their learning.
- Staff's teaching is inconsistent and does not always promote children's learning effectively. During play, young children are not supported to develop sharing or turn-taking skills, despite this being highlighted as an area to develop. Other children enjoy a colour-mixing activity and are enthusiastic to join in. However, they do not clean their brush and make their marks on coloured paper. They tell staff 'Blue and red make black,' which staff do not correct.
- Children show they feel safe with staff. They go to them for help, reassurance and support. Staff are kind, responsive and caring towards children. Although there is a key person for every child, each staff member knows all of the children well and can meet their needs. Staff are good role models and use gentle, positive language consistently. This has a positive impact on children's emotional well-being.
- A stronger area of the curriculum is in children's communication and language development. Staff benefit from training which helps them to develop their skills,

such as asking open-ended questions. This has already had a positive impact on some children's progress, particularly those children who speak English as an additional language. Staff model new words to young children through telling stories and extend this into an activity with a sensory tuff tray. Children show excitement as they touch the ice cubes, and staff encourage them to listen to the 'snap' sound of the twigs.

- Staff have good relationships with parents and other professionals who work with children. For example, they seek advice from the local authority and use their assessments to make referrals for children who show delay. Staff work in partnership with speech and language therapists to help close the gaps in children's learning. They promote continuity and share information in regard to children's progress, using their targeted plans.
- Children benefit from plenty of opportunities for fresh air and have free-flow access to the outdoor area. Staff encourage children to take an active part in their self-care and encourage them to be independent. For instance, children put on their shoes and coats to stay warm, and know to wash their hands. Children thoroughly enjoy their hot meal at lunchtime. They use spoons to serve themselves and try a range of fresh salad vegetables.
- The manager and nursery owner are both part of the staff team. They work alongside staff on a daily basis with children. They ensure staff's well-being is a priority and are always available to provide support if needed. Parents provide feedback which highlights the staff team as a 'strength of the nursery'. They say staff should be 'commended on their patience, understanding and great relationships with children'.

## Safeguarding

The arrangements for safeguarding are effective.

Children are kept safe and secure in the nursery. Staff are highly vigilant and monitor children's welfare and well-being. For instance, they keep records of absences and complete existing injury forms for children. They know how to report concerns swiftly and are familiar with the local safeguarding partnership's procedures. The manager and nursery owner know how to recruit staff safely. They complete checks for references and ensure staff have Disclosure and Barring Service checks. Parents are well informed of new procedures and guidelines in relation to the pandemic. This helps to keep children safe and minimises the spread of the virus.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
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improve staff's understanding of how to provide purposeful planned and unplanned experiences, which challenge and extend children's learning	12/05/2022
develop a clear curriculum vision to support staff and offer high-quality learning and development experiences for all children.	12/04/2022

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

- enhance ways to help staff reflect on their practice and focus on improving teaching skills.

## Setting details

<b>Unique reference number</b>	EY552958
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	10217916
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 8
<b>Total number of places</b>	16
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Pindar, Victoria Louise
<b>Registered person unique reference number</b>	RP552957
<b>Telephone number</b>	07904812656
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Explorers registered in 2018 and operates from the cricket pavilion in Ackworth in Wakefield. Little Explorers employs 10 members of childcare staff. The majority of staff hold appropriate early years qualifications at level 3 or above. The manager and the provider have a relevant early years degree. The nursery opens Monday to Friday, all year round. Sessions are from 7am until 6.15pm. The nursery provides funded early education places for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Michelle Lorains

## 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 setting and has taken that into account in her evaluation of the setting.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- A joint observation was completed by the nursery owner, manager and inspector, indoors during planned activities.
- The inspector held a discussion with manager and nursery owner, in relation to the leadership and management of the nursery. She looked at relevant documentation, such as evidence of recruitment, staff's qualifications and their suitability to work with children. She discussed children's learning and development with the staff team and nursery manager.
- The inspector obtained written feedback from parents and families for 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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