

# Inspection of Little Explorers Nursery and Pre-school Ltd

Unit F1 Heritage Business Park, Heritage Way, Gosport, Hampshire PO12 4BG

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Inspection date: 3 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Inadequate

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

### The provision is good

Since the last inspection, the leadership team and staff have worked closely with the local authority and other professionals to successfully address all actions. This has a positive impact on the experiences children now receive.

Children happily move around the newly designed environment and demonstrate that they feel happy and safe. Babies build secure attachments as they cuddle into their key person when settling to sleep. Children are eager to get stuck into their chosen activities. Older children develop good physical skills as they create large construction models using a range of heavy materials, such as wooden planks and tyres. They show a good understanding of problem-solving skills as they work together when larger items are too heavy for them to manage alone. Younger children are fascinated to explore the hidden gems in the sandpit. They show pride and smile as they share the objects they have found.

Children spend long periods of time being imaginative in the homely role-play area. Older children practise chopping skills as they use cutlery to chop vegetables, while closely supervised by engaging staff. Children behave well. They understand the rules and boundaries for the setting.

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

- Leaders have high expectations and are striving to continue to enhance aspects of the nursery. They have updated their knowledge of child development and now have a vision for what skills and knowledge they want children to gain at the nursery. Leaders provide staff with additional training, coaching and hands-on support to develop their practice. This has a positive impact on the quality of interactions that staff offer children.
- Staff are positive about the changes and the additional support they receive. They are empowered to make changes to suit the needs of their key children. These changes result in a conducive learning environment for children.
- Older children show good concentration skills when making 'cakes'. Staff enhance children's learning through listening and expanding conversations. They are skilled to include mathematical language as children decide how many cakes they are making. At times, some activities on offer for older children are not maintained well enough by staff and lack challenge. They therefore become less meaningful and inviting to children.
- A new method of planning has been introduced, which incorporates children's interests and next steps in learning. Pressure for staff to complete paperwork has been reduced, promoting their quality time working with children. Babies are keen to initiate interactions with their key person, which are encouraged. For example, babies hide behind fabric and giggle as they play peekaboo with their

key person. This supports positive communication and language skills.

- Children build secure attachments with staff, particularly those children with special educational needs and/or disabilities. Staff understand and value children's unique ways of learning and adapt their teaching to support individuals. Staff use assessments to review any gaps in children's learning. These are discussed and monitored by leaders. Staff work closely with outside agencies, which helps children have the ability to meet their full potential. However, at times, when key people change, they do not always have a full picture of the overall child. This can hinder their knowledge of experiences children have had.
- Children's daily routines are uninterrupted and allow children to be fully immersed in their learning. Children gather round together to join in with singing time and listen to familiar stories. Staff consider what each child is doing before they invite them to have their toileting needs cared for.
- Staff have high expectations of children's behaviour and provide gentle reminders when required. Older children are starting to understand how their actions could make others feel.
- Parents provide positive feedback and have noticed a visible difference to the nursery and the feedback they receive. They comment that their children are excited to talk to them about the fun activities they have been taking part in. Parents receive much more information about their children's development, which helps them to feel part of their child's nursery journey.

## Safeguarding

The arrangements for safeguarding are effective.

There are now effective risk assessments in place to ensure that children are safe in the outdoor area. Changes to the layout of the garden have been made to facilitate effective supervision of children. Staff are deployed well to ensure children's safety. Leaders have a secure knowledge of their safeguarding responsibilities. Staff are fully aware of the nursery's safeguarding policies and procedures. They know how to recognise if a child could be at risk of harm, and the swift action that they must take in the event of having a concern about a child or the conduct of a colleague.

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

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

- continue to support staff to enhance the purposeful planning for the older children to embed what children already know and to offer challenge
- enhance systems for key people to fully understand all relevant information about their key children.

## Setting details

<b>Unique reference number</b>	EY448927
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10213344
<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>	145
<b>Number of children on roll</b>	157
<b>Name of registered person</b>	Little Explorers Nursery and Preschool Limited
<b>Registered person unique reference number</b>	RP905125
<b>Telephone number</b>	02392522614
<b>Date of previous inspection</b>	13 October 2021

## Information about this early years setting

Little Explorers Nursery and Pre-school Ltd registered in 2012. The nursery operates from Heritage Business Park in Gosport, Hampshire. The nursery is open Monday to Friday from 7am to 6.30pm, all year round, closing for bank holidays and for one week at Christmas. There are 34 staff, 26 of whom hold early years qualifications from levels 2 to 6. The nursery receives funding for free early education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Hayley Doncom

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and manager carried out a learning walk across all areas of the nursery to understand how the early years provision and the curriculum had been developed since the last inspection.
- One joint observation was carried out by the inspector and manager to observe the quality of teaching.
- The inspector held discussions with children, staff and parents at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation. This included staff suitability checks and risk assessments.
- A leadership meeting was held with the inspector and manager to discuss the improvements made since the last 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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