

Inspection of Little Explorers

Somerford Primary School, Draper Road, CHRISTCHURCH, Dorset BH23 3AS

Inspection date: 28 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy at this setting. They access their play, learning and experiences through a safe and stimulating environment. Children have the autonomy to explore and learn through their play. This gives them ample opportunities to stretch their imagination and design their own environment, through the use of loose parts to support their development. For example, children construct their own 'swimming pool' when outside in the garden, using real red bricks and sheets. Additionally, staff sensitively support children in their play to revisit previous experiences important to them, such as making and serving pretend ice-creams in the garden.

Children benefit from secure routines which supports positive behaviour and clear expectations. Staff help children to embed routines through strong relationships and aids, such as visual timetables. Routines across the setting support children as they grow and prepare them for their next stage. Staff provide excellent support for parents to enable them to work in partnership with the setting. As a result, children make progress in their learning and development. For example, staff create emotion boards to use in the setting and at home to develop children's self-regulation skills. All children, including children with special educational needs and/or disabilities, make progress during their time in this setting.

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

- Children grow a deep love of books. They learn to handle them with care and understand that print carries meaning. For example, children develop their passion for reading through inventive ways, such as relaxing in crates filled with cosy cushions in the garden and sharing books from home.
- Children build their perseverance skills when being creative with materials, such as tape, scissors and construction. For example, children think critically and reflect on their plans and designs as they construct vehicles from their experiences and knowledge of books.
- Children experience delightful mealtimes that ensure they enjoy a range of healthy and nutritious foods. Staff prepare meals creatively, ensuring the ingredients are suitable for all allergies and dietary requirements. Children grow to understand how to fuel their body and make healthy choices.
- Staff sensitively coach children to be independent, sequencing their experiences into small, manageable steps to ensure they achieve their goals. For example, children successfully peel their own fruit, pour their own water and drink from an open cup to support their physical development.
- Children and parents have a secure relationship with their key person. As a result, parents feel secure to ask for support. For example, parents seek advice and support to take successful steps to start toilet training their children.

Consequently, children become independent in their toileting and hygiene routines.

- Younger children are encouraged to explore the world through heuristic play. Staff carefully build upon young children's mathematical skills by supporting them to explore the carefully selected resources. For example, as young children thread bangles, staff count in sequence. Staff provide opportunities for children to post objects, experiencing number as they go.
- Leaders evaluate the setting well to ensure that training and support is delivered to benefit both staff and children. Staff report well-being to be a priority in this setting and feel well supported to develop their teaching skills. As a result, children receive programmes of support to ensure they make progress in their communication and language.
- Staff have a secure understanding of child development and what children need to experience to prepare them for the next stage. However, some staff overuse questioning to check what older children already know, and on occasion miss opportunities to extend children's knowledge and skills in understanding the world to make progress.

Safeguarding

The arrangements for safeguarding are effective.

Staff have regular training to keep up to date with how to protect children and keep them safe. They have excellent knowledge of the procedures they must be responsible for and follow up. The setting is particularly dedicated to ensuring families receive the support they need quickly to give them the best possible chance of a successful future. For example, the setting knows how to refer and works well with other agencies. Children are safe and secure in the setting, which is well organised to ensure children enter and exit the building safely. Staff and families have a good understanding of how to report accidents and incidents to promote the well-being of children.

What does the setting need to do to improve?

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

- build on staff's knowledge to deliver a range of effective techniques to clarify concepts and extend children's thinking to enable them to maximise opportunities to learn and develop
- support staff to maximise opportunities to extend older children's knowledge and skills in understanding the world, through adult-led and child-initiated experiences.

Setting details

Unique reference number	2546498
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10215578
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 5
Total number of places	44
Number of children on roll	73
Name of registered person	Bournemouth , Christchurch and Poole Council
Registered person unique reference number	RP526955
Telephone number	01202 480733
Date of previous inspection	Not applicable

Information about this early years setting

Little Explorers registered in 2019. The setting is situated on the school site of Somerford Primary School. The setting is open weekdays, from 8am to 6pm, for 50 weeks of the year. It receives funding for the provision of free early years education for children aged two, three and four years. The setting employs eight members of staff. The manager holds a level 6 qualification and four members of staff hold a level 3 qualification.

Information about this inspection

Inspector

Rebecca Lihou

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.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The manager and the inspector carried out a joint observation during 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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