

Inspection of Little Explorers

The Scout Hall, Britannia Road, Burbage, HINCKLEY, Leicestershire LE10 2HE

Inspection date: 2 September 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy to arrive at this welcoming playgroup and show that they feel emotionally secure. For example, children demonstrate an understanding of when the routines of the day change. When staff ring a bell, children stop and wiggle their fingers, then listen and wait for instructions. Children play cooperatively with their friends and happily share toys and resources. They show a positive attitude to completing tasks on their own. Children put on their coats before they play outside, pour their own drinks at snack time, and wash their own plates when they have finished eating. Children show an understanding of how to use small tools safely as they use safety knives to butter their own toast. They have daily opportunities to learn about good oral hygiene routines as they brush their teeth after lunch.

All staff know the children well. They understand how children progress and plan experiences to help them develop in their learning. Children extend their knowledge of shapes. Staff encourage them to identify different shapes and then search for the same shapes in the environment, such as a circle and a clock. Outside, children show good balance and coordination when they walk across wooden beams. They are supported by staff who offer suggestions, such as to hold out their arms to balance.

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

- The manager and staff focus the curriculum on supporting children's communication and language skills. For example, they talk to children when they play alongside them. Staff ask children a good range of questions and give them time to think and respond. Children are encouraged to join in singing songs and nursery rhymes.
- Lunchtime is a sociable occasion when staff sit with the children to eat. Children are supported to develop their social skills and understanding of healthy foods. For example, they hold conversations with staff about the nutritious foods they enjoy.
- Children have access to a wide range of books and stories. Their views and opinions are valued by staff, for example, when they are encouraged to vote for which stories they want to listen to during group times. However, occasionally, when staff read children stories they do not excite them or encourage them to be highly engaged. This sometimes results in children losing interest and choosing other activities to play with.
- Staff help children to be prepared for the future. For example, they help them to understand different adult occupations and further learn about people who help them. Staff take children to visit places of interest in the community. Children have opportunities to re-enact what they see. They use their imagination as they talk to staff on a toy telephone in their pretend police station. When staff ask if

they need help, children reply that they are at the shops, to which the staff say 'I will be there soon'.

- The manager has procedures in place to gather permission from parents. This includes gaining consent to share information about children's learning with other early years settings they also attend. However, procedures to share information are not always implemented by staff. This means that not all children benefit from the ongoing sharing of information between all adults who care for them, to help promote consistency in the support they receive.
- Children behave very well. They benefit from plenty of praise from staff for their achievements, such as a sticker or receiving a clapping of hands. Staff extend their professional development to help develop their knowledge of how to manage children's behaviour. For example, they use consistent gestures to help stop negative behaviour.
- Parents provide positive comments about their children's time at the playgroup. They say that staff support children with special educational needs and/or disabilities (SEND) well, such as when they move on to school. Staff take children with SEND for school visits prior to them starting. This helps them to become familiar with their new school environment.
- Staff share information with parents about their children's achievements. They encourage parents to continue children's learning at home. For example, to help children learn to share and turn take, they could try to roll a ball back and forth between themselves and their child.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete risk assessments in the environment, indoors and outdoors, and remove any identified hazards, such as broken toys. This helps to keep children safe as they play. All entrances and exits to the playgroup are securely bolted to stop unauthorised people from entering the premises. The manager and staff understand their responsibilities to safeguard children. The manager and provider regularly check staff's understanding of child protection to ensure that their knowledge is current. Staff know the signs that could suggest a child is at significant risk of harm or is being exposed to radical ideas.

What does the setting need to do to improve?

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

- strengthen staff's knowledge of how to use story time to excite and highly engage all children
- support staff to develop a more consistent approach to sharing information about children's development with other early years settings children also attend.

Setting details

Unique reference number	EY436382
Local authority	Leicestershire
Inspection number	10138430
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	2 to 3
Total number of places	30
Number of children on roll	20
Name of registered person	Bates, Alison
Registered person unique reference number	RP515127
Telephone number	07896 749 340
Date of previous inspection	4 December 2013

Information about this early years setting

Little Explorers registered in 2011 and is situated in Burbage, Hinckley, Leicestershire. The playgroup employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, one holds qualified teacher status and the provider holds a Masters degree in Education. The playgroup opens from Monday to Friday during school term time. Sessions are from 8.30am until 2.15pm. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the playgroup 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 playgroup.
- The manager, provider and the inspector completed a learning walk together of all areas of the playgroup and discussed how she intends to implement the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff working in the playgroup.
- Parents shared their views of the setting with the inspector.

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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