

# Inspection of Explorers Collier Row

39 Collier Row Road, Romford, Essex RM5 3NR

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Inspection date: 20 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Requires improvement
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are greeted with a warm welcome by the friendly practitioners and manager. They put away their belongings and self-register by finding their name or photo. This gives them a sense of belonging. Older children eagerly enter the nursery ready for their day, and younger children seek familiar adults to help them settle. This demonstrates that they feel safe and secure in their setting.

Children have a positive attitude towards learning and are keen to explore the activities on offer. They respond well to practitioners and share their ideas, which are used to extend their learning and hold their curiosity. For example, during an activity to explore pumpkins, children decide to cut them with wooden spoons. Practitioners let children have a go and encourage them to think about why the wooden spoon does not cut the pumpkin.

Children behave well. They follow the 'golden rules', and they use their manners with adults and their friends. For instance, children say, 'excuse me please,' and wait for a response when adults are in their way. Children of all ages within the big room interact well together. Older children are role models for the younger children. For example, younger children watch how the older children use their cutlery at lunchtime.

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

- All children, including those who speak English as an additional language and those with special educational needs and/or disabilities (SEND), progress well. Practitioners and managers plan and provide a curriculum that is engaging and interesting to all children. They ensure that it is accessible and meets the learning needs of the children.
- Older children enjoy participating in scientific experiments. For example, they investigate what happens when they add vinegar to bicarbonate of soda inside carved pumpkins. Practitioners teach children about chemical reactions. Children are excited to see the reaction as the mixture creates 'fizzy pumpkins'.
- Children are encouraged to be independent throughout the day. For example, children serve their own lunch and choose their own activities. However, children are not always given the tools, such as the correct cutlery, to develop these skills even further.
- Practitioners use techniques such as flash cards, sign language and words in children's home languages to help children to develop their communication and language skills. For instance, during circle time, practitioners sign while reminding the children of the 'golden rules'.
- Practitioners know their key children well. They build on children's learning from their starting points and plan realistic next steps of learning. They use the

children's interest, conversations with parents and their own knowledge of the children to support progress in their learning.

- Practitioners support children to understand and express their feelings using resources. For instance, they use books about emotions. Children use colour props to support them to express their feelings, using different colours to represent each feeling.
- The special educational needs coordinator is knowledgeable and has a good understanding of how to identify and support children with SEND. She regularly liaises with other professionals, such as speech therapists and the local authority. She supports practitioners and parents to ensure children make the best possible progress.
- All children have access to positive images that reflect themselves throughout the nursery. Children enjoy using resources such as books and dolls that look like them and their friends, which represent a range of backgrounds and abilities.
- Leaders regularly observe and evaluate the nursery to identify any changes needed. The individual strengths of practitioners are valued and used to support children in specific areas. Leaders are focused on the practitioners' continuous professional development. They have supervision sessions to identify their training needs. This ensures practitioners are able to meet the needs of all children.
- Parents speak very highly of the team and comment on the home-from-home feel. They are happy with the communication and high levels of support they receive. Practitioners value the input from parents and use this to support the children individually. They regularly share ideas to help parents to support their children's learning further at home.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and practitioners have good knowledge of safeguarding. They understand the procedures to follow if they have concerns about the welfare of a child in their care. Practitioners complete all mandatory training such as safeguarding and paediatric first aid. The premises are safe and secure. Practitioners carry out risk assessments and make sure that entrance doors are secure after someone arrives or leaves. Leaders follow safer recruitment procedures to ensure that all staff are suitable to work with children.

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

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

- provide the appropriate tools to support children to develop their independence and self-help skills further, especially during mealtimes.

## Setting details

<b>Unique reference number</b>	2515341
<b>Local authority</b>	Havering
<b>Inspection number</b>	10217137
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare 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>	35
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Cook, Richelle
<b>Registered person unique reference number</b>	2515340
<b>Telephone number</b>	07854218146
<b>Date of previous inspection</b>	24 November 2021

## Information about this early years setting

Explorers Collier Row registered in 2019 and is located in Romford, Essex. The nursery operates all year round, from 7.30am to 6pm, Monday to Friday. There are 16 staff who work with the children. Of these, all hold relevant early years qualifications. The setting is in receipt of funding for the provision of early education for children aged two and three years.

## Information about this inspection

**Inspector**  
Katie Smith

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The managers and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the leaders about the leadership and management of the setting.
- 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 special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector carried out a joint observation of an activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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