

Inspection of Early Explorers Day Nursery

Star Education Centre, 116 Hyde Road, Manchester M12 5AR

Inspection date: 21 October 2022

Overall effectiveness	Inadequate
------------------------------	-------------------

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

There are significant breaches to the early years foundation stage requirements which compromise children's learning, development and safety. The manager and senior staff are not doing enough to ensure that children make good progress and that safeguarding is effective. Not all children benefit from a positive experience at the nursery.

Children in the toddler room and those with special educational needs and/or disabilities (SEND), in particular, are not supported effectively. Children in the toddler room are distracted in a chaotic, unorganised environment. Although staff work hard to try and support all children, they are unsuccessful. Staff have some ideas of the things they want children to learn. However, the curriculum is not well implemented or adapted to meet children's individual learning needs. This means that staff are not engaging children effectively in purposeful learning.

Children's safety is not consistently prioritised. Current procedures for risk assessments are not effective. Staff do not act swiftly to minimise potential hazards and maintain children's safety. This includes hazards in children's play areas that have been identified daily over the last month and have not been addressed. This puts children at risk of harm.

Despite weaknesses in provision for some children, in general, children are well behaved and enjoy their play. Interactions between staff and children are respectful. Babies and older children in the nursery are happy and eager to take part in a variety of activities. For example, babies enjoy playing with the dolls and play alongside each other as they pretend to put on clean nappies for them.

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

- Leaders are not monitoring effectively enough to identify any breaches to welfare requirements that can compromise children's safety. Improvements made at the time of the previous inspection have not been maintained.
- The curriculum is poorly implemented, particularly for younger children and children with SEND. Staff do not provide children with an ambitious curriculum. The learning environment, particularly for toddlers, is disorderly and chaotic. Staff are not supporting all children well enough to engage in the opportunities on offer, and some children become distracted by the noise levels.
- Although staff have received training in food hygiene, not all staff follow good general hygiene procedures. On occasion, staff do not support or encourage children to blow their nose. Children are left to play with a dirty face. Children's sleep mats are ripped and not able to be cleaned effectively. The visitor bathroom is not cleaned regularly. This means children's good health is not

consistently promoted.

- For children with SEND, the curriculum is narrow and disengaging. Children wander around in isolation and repeat activities, without support from staff to engage them. The provider has not ensured that staff support children with SEND, and concerns about children's development are not swiftly shared with other agencies. This means that children are at risk of falling further behind in their learning and development.
- Assessment information is not fit for purpose. Staff complete the required progress checks for children aged between two and three years; however, they do not do anything with this information. The progress checks are stored in a file and not shared with parents. As a result, parents are not informed of their children's progress or any delays in their development.
- Despite weaknesses, there are elements of positive practice. Staff are kind and caring towards children. They are attentive to the babies and they play with the older children. For example, staff model how to roll the play dough and encourage children to have a go. As a result, babies and the oldest children in the nursery demonstrate some positive levels of engagement.
- Children and staff share the joy of books as they sit together reading stories. This helps children to sit, listen and learn new words. Books are readily available for all children, including babies. For example, babies access board books with textured pages. This helps them focus as they feel these interesting items and they are gently introduced into the world of books.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders cannot assure children's safety. This is because breaches in requirements have a significant impact on children's safety and welfare. Leaders do not ensure that the designated safeguarding leads (DSLs) and staff fully understand their responsibilities to keep children safe. For example, DSLs do not understand the procedures outlined in the setting's policy for managing allegations against staff members. Although staff complete risk assessments to ensure that areas of the nursery are safe, they are not fully effective, as identified risks are not minimised. For example, children are exposed to hazards associated with loose radiator cabinets, loose artificial flooring, slippery decking and exposed electrical sockets that have been identified as needing to be covered. These weaknesses have a significant impact on the safety and well-being of children.

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:

	Due date
--	----------

implement effective risk assessment procedures and swiftly address any identified hazards, including insecure radiator cabinets, inconsistent measures to protect electrical sockets, slippery decking and loose artificial grass	18/11/2022
ensure arrangements are in place to support children with SEND and swiftly share information to ensure prompt action is taken to help children make the best possible progress	16/12/2022
ensure the progress check for children aged between two and three years is shared with parents, and this includes any areas where a child's progress is less than expected	16/12/2022
plan a curriculum that meets the individual needs and interests of all children to help them make good progress in their learning and development	16/12/2022
ensure all DSL practitioners understand and are able to implement procedures for managing allegations	16/12/2022
implement effective hygiene measures to help reduce the spread of infection, including wiping children's noses, providing sleep equipment that can be cleaned effectively and keeping the staff and visitor toilet facilities clean.	16/12/2022

Setting details

Unique reference number	EY482485
Local authority	Manchester
Inspection number	10236515
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	0 to 4
Total number of places	56
Number of children on roll	80
Name of registered person	Summit Education Society Ltd
Registered person unique reference number	RP534060
Telephone number	0161 222 0557
Date of previous inspection	10 November 2016

Information about this early years setting

Early Explorers Day Nursery registered in 2014. The nursery employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at levels 2, 3 and 4. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery also cares for children who have special educational needs and/or disabilities and children who speak English as an additional language.

Information about this inspection

Inspector

Jason Holmes

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 provider and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector carried out a joint observation of a circle time activity with the manager.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022