

# Inspection of Lets Explore Day Nursery

Lets Explore, 59-61 Brighton Road, Horley, Surrey RH6 7HJ

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Inspection date: 23 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
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	Requires improvement

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

### **The provision is good**

Children thoroughly enjoy their time at this nursery. They separate easily from their parents when they arrive. Children have warm and trusting relationships with staff, who are attentive, supportive and caring. This helps children to feel safe and secure in the environment.

Children have positive attitudes to learning. They become highly engaged in the activities provided. The curriculum is based on children's interests and developmental stages. For example, babies develop their communication and language skills and link their own home experiences, such as when pretending to make cups of tea. Toddlers are curious and show a positive attitude to learning as they explore creative activities. They giggle with delight as they step in paint to make footprints on large pieces of paper, eagerly describing the colour, size and shape of the footprints they make. Pre-school children demonstrate increasing levels of independence and creativity. They use a variety of tools and materials and persevere for long periods of time as they construct different types of houses that are able to withstand the 'big, bad wolf'. All children make good progress.

Children are well behaved and enjoy the company of others. They learn to play together, share, take turns and think about the feelings of their friends. Staff are very positive role models for children. They are respectful and provide plenty of praise and encouragement, helping to raise children's confidence and self-esteem.

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

- Managers and staff are committed to the care and education of all children. There is a strong team ethos and a shared vision for continual improvement. Staff benefit from regular staff meetings and access training opportunities. However, this support and training is not focused sharply enough to raise the quality of teaching and learning to the very highest levels.
- Staff support children to develop a love of books and reading. For example, babies engage in stories as they lift flaps to reveal what is hidden underneath. Toddlers enjoy cuddling staff and take part in telling a story. Pre-school children re-enact stories with great enthusiasm as they sit together in a small group. Staff read animatedly and encourage children to recall parts of the story. Children become highly engaged in these activities.
- Children's mathematical development is supported well. They are encouraged to regularly use mathematical language in their play and to identify and understand the concepts of shape, size and quantity. For example, children learn to recognise numbers and count objects. They draw small and big circles on paper and in the sand, using different tools and materials. Staff tailor their teaching so that children are challenged. As a result, children develop a sound knowledge of

early mathematical concepts.

- Children benefit from fresh air and exercise. They have access to a large outdoor space, where they have opportunities to explore and develop their physical skills. However, staff do not consistently plan activities for babies to be physically active indoors. As a result, babies' opportunities to enhance their gross motor skills indoors are, at times, limited.
- The manager and her team provide strong support for children with special educational needs and/or disabilities. Staff identify effectively any children who will benefit from additional support and provide targeted interventions to help close any gaps in their learning. They work closely with parents and other professionals to adapt their approach, ensuring they understand each child's unique needs. This inclusive approach means these children are given the time and attention they need to take part and make the most of what is on offer.
- Independence is supported well by staff. Children confidently navigate their way around the learning environments and are learning to manage their self-care. For example, they serve themselves breakfast and attempt to put on their own coats. Children are supported to be independent when going to the toilet and know to wash their hands.
- Partnerships with parents are strong. Parents feel included and extremely valued at this nursery. They say that they are kept well informed about their child's progress and are included in their learning. Parents speak highly of staff and the caring, supportive relationships they have with the children.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of their role in safeguarding children. They know the possible signs that a child may be at risk and how to report any concerns about children's safety and welfare. Staff are supported with training on various aspects of safeguarding at induction, with additional training and staff meetings given thereafter. Robust procedures are in place to help ensure any new staff members are appropriate to work with children. Staff assess risks in the environment. They promptly clean up spills to help keep the environment safe.

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

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

- strengthen the use of supervision, support and focused training for all staff, to help raise the quality of teaching to a consistently higher level
- increase the opportunities that babies have indoors to move in different ways, to support their gross motor development even more consistently.

## Setting details

<b>Unique reference number</b>	2547849
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10221343
<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>	110
<b>Number of children on roll</b>	161
<b>Name of registered person</b>	Lets Explore Day Nurseries Ltd
<b>Registered person unique reference number</b>	2547848
<b>Telephone number</b>	0330 055 3336
<b>Date of previous inspection</b>	19 January 2022

## Information about this early years setting

Lets Explore Day Nursery registered in 2019. It is located in Horley, Surrey. The nursery operates from Monday to Friday, 7am to 7pm, all year round. The nursery employs 22 members of childcare staff, including the manager. Of these, one holds an appropriate early years qualification at level 6, one holds level 5, 12 staff hold level 4 and two hold level 3. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Joanne Allen

## 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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- At suitable times during the inspection, the inspector spoke to staff, parents and children and took their views into account.
- The inspector and the manager observed interactions between adults and children. They discussed the learning that took place.
- The manager and her staff explained their role in safeguarding children to the inspector.
- The inspector viewed a range of documents relating to safeguarding, suitability of staff and record keeping.

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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