

# Inspection of Galaxy Explorers

Units 2&3 Claremont House, 24-28 Quebec Way, Canada Water SE16 7LF

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Inspection date: 29 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	Not applicable

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

### **The provision is good**

Children settle quickly into this nurturing environment because of the well-thought-out settling-in procedures. Staff form strong bonds with children and their parents and children feel safe and secure. Staff know children well and set targets around children's interests and their next steps. Parents say their children are happy and they receive regular communication on their children's progress. They are given ideas of how to help at home and feel fully involved in their children's learning and development. The large lending library enables children to choose books to take home to share with their parents or carers.

Children behave well and excitedly join in circle times. Staff use resources, such as visual timetables, and speak in a range of languages. Additional strategies, including cue cards, help to ensure all children can access the learning. All children make good progress, including those who speak English as an additional language and children with special educational needs and/or disabilities.

Staff make effective use of assessments and plan to ensure that children are meeting developmental milestones and are ready for their next stages in learning. For example, younger children have a range of materials to make marks on paper and older children use name cards to practise copying the letters of their name. This supports their next steps in writing.

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

- There is a strong focus on supporting children's physical development. For example, children visit parks, farms and gardens and there is a specialist sports coach who visits weekly. The low-level furniture and adequate floor space gives babies opportunities to practise their crawling and walking. Older children climb stairs, slide down slides and have designated soft-play areas to support their balancing and climbing.
- A love for reading is promoted throughout the nursery. Babies enjoy looking at books, turning pages and playing with sensory books and puppets. Staff enjoy sharing stories and teach children traditional rhymes using puppets.
- Children have many opportunities to develop their small-muscle skills. They use cutters, rolling pins, and small eyes to make gingerbread men at the play dough table. Babies enjoy placing pieces into jigsaw puzzles.
- Most staff model language well and repeat words to embed vocabulary. For example, they use actions to emphasise the language of 'over, under' and 'through' while sharing the story of 'We're Going on a Bear Hunt'. However, not all staff are confident with this. They do not always make best use of purposeful interactions with children to extend their play and learning.
- Planned activities introduce children to number and shape. Babies enjoy stacking

rings and staff model counting. Older children use two-dimensional magnetic shapes to make three-dimensional shapes out of triangles and squares. Staff model mathematical language and extend children's understanding of shape vocabulary.

- Children behave well. For example, when learning about the different characteristics and names of a range of arctic animals, children listen to each other's ideas. Staff model turn taking and sharing. This helps children develop respect for each other.
- Children enjoy the healthy meals and snacks provided. Staff sit with children, making this a social experience and providing opportunities for discussions around healthy choices. Children develop independence, including by serving themselves, and staff role model how to use cutlery appropriately.
- Children engage in a range of activities to celebrate diversity. They learn about a range of festivals. Some of which include Chinese New Year, Diwali and Eid. Parents are invited in to share different foods and talk to children about their different cultures and traditions. This teaches children to respect and understand differences.
- The management team are passionate about ensuring the good quality of their provision. They have a clear vision on how they want to improve. They work closely with staff, children, and their parents to ensure all children make good progress from their starting points. They make effective use of external agencies to ensure their highly targeted plans support the needs of all children in their care. They understand the importance of continuous professional development and support staff in achieving recognised childcare qualifications. Staff report good levels of well-being and feel supported by managers and leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

Regular risk assessments are carried out to ensure children can safely access all areas of the nursery. They are constantly reviewed, and staff are regularly trained in safeguarding practises. There are robust procedures in place for taking children out of nursery on daily walks. Accidents and incidents are effectively recorded and reported. Staff understand the signs of when a child may be at risk of abuse. There are clear procedures in place for reporting this. Staff are aware of how to report an allegation against a member of staff. There are clear procedures in place for the use of mobile phones.

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

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

- develop all staff further in helping children to fully develop and extend their communication skills.

## Setting details

<b>Unique reference number</b>	2592397
<b>Local authority</b>	Southwark
<b>Inspection number</b>	10251282
<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 5
<b>Total number of places</b>	85
<b>Number of children on roll</b>	105
<b>Name of registered person</b>	Galaxy Explorers Day Nursery Limited
<b>Registered person unique reference number</b>	2592396
<b>Telephone number</b>	020 3488 4742
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Galaxy Explorers registered in 2020. The nursery is located in the London Borough of Southwark. The nursery is open from 7.30am to 6.30pm all year round. The nursery employs 31 members of staff, including the manager. One member of staff holds qualified teacher status, 11 hold level 3 and three hold level 2. The nursery provides funded early education for children aged three and four.

## Information about this inspection

### Inspector

Penny Harman

## 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.
- Parents shared their views of the setting with the inspector.
- The management team and inspector conducted a learning walk together and discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to a range of staff and the manager about how the setting meets the needs of all children.
- The inspector spoke to a range of staff about safeguarding policies and procedures.
- The inspector observed the interactions between the staff and children.
- The management team provided the inspector with a sample of key documentation on request.
- The inspector and manager engaged in a meeting to discuss leadership matters.

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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