

Inspection of Little Explorers Nursery & Pre-School

Building B2, Chorley Business & Technology Centre, Euxton Lane, Chorley,
Lancashire PR7 6TE

Inspection date: 7 December 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and safe in this nursery. They have good relationships with staff and are building friendships with other children. There are effective systems in place to help children settle in when they start nursery or move between rooms. This supports children's emotional well-being. Children make good progress with their learning and development across the seven areas. This is due to staff having high expectations for children.

Children show a positive attitude towards learning. They have access to a well-planned outdoor area. Children enjoy playing with dinosaurs, engaging in imaginative play, exploring the frost that has covered the environment and playing with a variety of resources in warm water. Children learn some of the ways to live a healthy lifestyle, such as eating nutritious home-cooked meals, as well as getting daily fresh air and exercise. Staff support older children with their literacy development. Children learn new words and how to correctly sound these words out. Children practise these skills during their play. Pre-school children articulate themselves incredibly well.

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

- Leaders have a curriculum intent in place that is ambitious. They have a clear vision for the nursery. Leaders know staff and children well. They have plans in place to support children to build on prior learning.
- Staff, particularly in the pre-school room, support children to develop good levels of engagement and involvement in activities. Consequently, these children persist and remain focused. However, occasionally, some staff in the toddler room do not support quieter and less-confident children to fully engage in learning experiences. Therefore, at times, some children stand or move around, not getting involved with the activities.
- Children are making good progress with their communication and language. Most staff engage in high levels of interaction with children. They ask children questions that encourage them to think for themselves. Staff listen as children respond. They repeat language back to children, and model new language and sentences to support children with their growing vocabulary.
- The quality of teaching across the nursery is generally good, and it is particularly of a high standard in the pre-school room. Staff in pre-school have clear plans in place to support children's individual learning through all activities and routines. Staff support children to build on what they already know and can do. They encourage children to recall past events. This further supports children with their speech development.
- Pre-school children learn about their emotions and how to identify their feelings. Children use these skills to express themselves. For example, telling staff when

they are finished at an activity and wish to move on. Children demonstrate that they feel safe with staff. However, at times, staff working in the toddler room do not always support children to learn how to take turns and how to wait their turn. Consequently, some children's play and learning are interrupted, and these children get frustrated and, at times, give up and move on.

- Staff support children with special educational needs and/or disabilities well. They have targeted plans in place. Staff know children and their individual needs incredibly well. Therefore, early help is put in place, and children are making good progress.
- Parents speak positively of the nursery. They feel that staff support their children with their learning. Parents feel confident to go to the manager if they have a concern. Staff invite parents into nursery to special events, providing them with the opportunity to be a part of their children's nursery experience.
- Leaders have effective systems in place for evaluating the provision. Staff have regular supervision meetings, and leaders carry out peer observations of staff. They use these to support staff to improve their practice. However, systems to ensure knowledge gained from training is embedded are not always effective. Therefore, some staff do not have a secure understanding of the roles and responsibilities of other professionals involved in the care and welfare of children.

Safeguarding

The arrangements for safeguarding are effective.

There is a secure whistle-blowing policy in place, which is understood by all staff. Staff have a good knowledge and understanding of safeguarding, including the possible signs and symptoms of abuse, and how to report concerns about children to the nursery's designated safeguarding leads. Staff regularly access training courses, particularly around safeguarding. This supports them to develop their knowledge and understanding of certain specific safeguarding issues, such as child exploitation. Staff carry out regular safety checks of the environment and ensure that it is safe for children.

What does the setting need to do to improve?

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

- strengthen coaching systems to support staff to better understand how young children learn, particularly in the toddler room
- support staff to help quieter and less-confident children develop high levels of engagement and involvement in activities
- enhance training to further support staff to develop a secure knowledge and understanding of the different roles and responsibilities of other professionals involved in the care and welfare of children.

Setting details

Unique reference number	EY539307
Local authority	Lancashire
Inspection number	10259356
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	86
Number of children on roll	109
Name of registered person	Little Explorers Nursery Llp
Registered person unique reference number	RP539306
Telephone number	01257 246040
Date of previous inspection	2 February 2018

Information about this early years setting

Little Explorers Nursery & Pre-School registered in 2016. The nursery employs 25 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 3 or above, including one with early years professional status and one with early years teacher status. The nursery opens from Monday to Friday, all year round, except bank holidays. Sessions are from 7.30am until 6pm.

Information about this inspection

Inspector

Suzanne Fenwick

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.
- The manager and the inspector carried out a joint observation of a group activity outdoors.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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