

# Inspection of Little Explorers

Future House, 25 Pomona Street, LIVERPOOL L3 5TL

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Inspection date:

15 December 2022

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

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

### The provision requires improvement

Staff create a nurturing and calm setting for children. Children arrive to a friendly welcome from staff who genuinely care for them. Children are happy and settled here. They enjoy spending time with staff and their peers. Children sit on staff's knee for a cuddle when they need reassurance. They demonstrate that they feel safe and secure. However, the management team do not provide targeted coaching and training to all members of staff to improve the quality of teaching. Not all staff have a secure understanding of where their key children are up to in their development, and what they need to target next in their learning. This prevents children from making better progress.

Staff are passionate about providing children with new experiences. Staff take children on a variety of trips to the museum and walks to the Albert Dock. They ride on public transport, such as buses. Children excitedly tell the inspector about their recent trip to go on the ferry around the River Mersey. These opportunities help children gain a deeper understanding of the world around them. However, staff do not always differentiate activities appropriately to focus on the individual learning needs of the children taking part. This sometimes causes children to lose motivation and focus in their learning.

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

- The management team consider staff's well-being. The new manager is developing within the role. Staff receive supervision meetings. However, current supervision arrangements do not precisely focus on raising the quality of teaching to a higher level. Leaders have not identified gaps in staff knowledge. They are not always able to reflect on staff practice fully and effectively. This results in staff being unsure about what they need to do to be able to improve their practice, and provide higher-quality experiences and interactions for children.
- Management have put some strategies in place to support the key-person system. However, this is not fully effective in meeting the children's individual needs. Not all staff are able to accurately assess children's abilities and discuss where they want them to progress to. This has an impact on the quality of education and not all children make the progress they are capable of.
- Staff plan activities using children's interests. Young children scoop ice into different sized containers. Older children match numbered cars to the same numbered parking space. However, staff do not always differentiate learning to cater for the different abilities of children. This sometimes causes children to lose focus and prevents children from making better progress in their development.
- Parents are complimentary about the care children receive. They comment on

the good communication links with home. Parents are grateful for the support that staff provide for families, such as advice with toilet training. They comment on how children enjoy choosing a book each day from the 'lending library' to share with their family at home. This helps to provide consistency in children's learning.

- Children who speak English as an additional language are supported well. For example, staff learn and use common key words in their home language. Staff use visual prompts to further support their language development. Staff support children with special educational needs and/or disabilities (SEND) well. They identify specific needs early on. The special educational needs coordinator works with other agencies, ensuring that children with SEND receive specialist support when needed.
- Staff provide opportunities that support children's growing independence. Children wash their hands by themselves before lunchtime. Younger children carry their own plates and scrape any unwanted food into a container when they have finished eating. They wash their own faces after eating. Children are encouraged to put their own coats on by themselves. These opportunities help to prepare children for the next stage in their learning.
- Staff celebrate the cultures of the children who attend the setting. They teach children about the dynamics of different families. Children discuss similarities and differences between themselves and others. Staff celebrate what makes each person unique. This helps children gain a deeper understanding of equality and diversity.
- Staff encourage children to use good manners. They intervene on the occasions when disputes occur and encourage children to share the resources. However, they do not always provide explanations about why the children should not snatch the toys, to further enhance their understanding.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have secure knowledge of the signs and symptoms of abuse. They know who to contact if there are welfare concerns about a child. Staff understand their duty to be vigilant to possible indicators that a child or family may be at risk of being drawn into extremist behaviours. The premises are safe and secure. All risks to children are identified and minimised. A robust recruitment and induction processes are in place, and all staff attend regular safeguarding training to keep their knowledge current. Staff conduct regular fire evacuation drills with children. They teach children about road safety when they go on their trips out.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
improve the planning and implementation of activities, to focus more precisely on the individual learning needs of all those taking part	27/01/2023
improve staff supervision to provide targeted coaching, mentoring, and training to improve the quality of teaching	27/01/2023
improve the key-person system to ensure all staff have a secure understanding of their key children's development and where they want them to progress to.	27/01/2023

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

- enhance staff's awareness of how to support children's understanding of the behaviour expectations, for example through providing consistent explanation, to help children learn to manage their own behaviour.

## Setting details

<b>Unique reference number</b>	EY375074
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10263371
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary 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>	60
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Aigburth Training Opportunities
<b>Registered person unique reference number</b>	RP528101
<b>Telephone number</b>	0151 708 7868
<b>Date of previous inspection</b>	28 April 2017

## Information about this early years setting

Little Explorers was registered in 2008. The nursery employs 14 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 or level 3. The nursery opens from Monday to Friday, all year round, with the exception of bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Olivia Barnes

## 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 setting
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- A joint observation was carried out by the inspector and the manager.
- The inspector and the managers carried out a learning walk together.
- The inspector looked at relevant documentation.
- The inspector spoke to a number of parents during the inspection and took account of their views.

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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