

Inspection of Little Explorers Nursery

30 Fern Road, ST. LEONARDS-ON-SEA TN38 0UH

Inspection date: 17 January 2023

Overall effectiveness	Inadequate
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

The provider does not ensure that the required staff-to-child ratios are consistently met. This is due to a newly qualified staff member being included in ratio in the baby room without a paediatric first-aid certificate. This is a breach of the 'Statutory framework for the early years foundation stage' and does not adequately ensure the safety and well-being of the children.

Children are extremely happy and confident. They eagerly separate from their parents and enjoy the freedom of exploring the home-from-home environment. The calm atmosphere supports children to settle quickly and helps to engage them in play. For example, children are relaxed and focused as they make their own play dough. This creates a positive environment for children to learn.

Children behave well and have very good social skills. Older children act as great role models, showing kindness to others. For example, they say 'Can I help you?' as they offer support to younger children. Children enjoy playing together and have well-established friendships with other children and staff.

Babies are highly stimulated. They engage in physical activities as they climb on soft-play blocks. Staff recognise ways to support babies' language development as they imitate sounds, encourage the use of single words and engage in singing. Pre-school children are learning to recognise numbers. They engage in stimulating activities, such as matching games. Staff introduce new ideas and concepts to extend children's learning even further. For example, they explore the order of numbers and introduce shapes. This helps staff to find out what children already know to build on their knowledge.

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

- Leaders failed to recognise the requirements regarding the qualifications and paediatric first-aid certificates for newly qualified staff. This is a breach of the requirements of the 'Statutory framework for the early years foundation stage'. As a result, babies are being supervised and cared for by staff who have no first-aid training. This does not adequately ensure children's safety.
- Staff know the children very well. They talk confidently about specific areas within children's learning and have a good understanding of how to create age-appropriate activities. For example, pre-school children are learning how to recognise their names. Babies are being supported to develop their language and imagination. This helps all children to make progress in their learning and development.
- Staff are positive and attentive as they interact with children. They are caring and responsive to children's interests and requests. For example, children enjoy

listening to stories. However, at times, staff become distracted by noise as they read. This means children's story time is interrupted, which has an impact on their listening and attention skills.

- Staff actively support children to develop healthy lifestyles. The setting has achieved a recognised award for supporting children to learn about healthy choices. This teaches children about the importance of healthy food choices and oral health. As a result, children talk confidently about their favourite fruit and the benefits it has on the body.
- Children are very independent. Babies are learning to feed themselves, and older children know to hang up their coats and tidy away their rubbish. Children know to seek out staff if they require help. These skills help children to become independent learners and prepare them for their future in education.
- Children have fun as they play and explore in the large garden. They develop their physical skills as they climb and manoeuvre. The natural surroundings provide children with opportunities to learn about nature and wildlife. For example, children talk excitedly about the birds and leaves. This promotes discussion, enhancing children's language skills and vocabulary. However, staff do not fully extend children's interests to teach them about the wider world.
- Parents speak very highly of the setting, commenting on the 'excellent communication' and 'high-quality care'. Parents feel well supported by all the staff and receive regular updates and information about their child's learning and progress. Overall, there are good partnerships with parents.
- The manager takes responsibility for coordinating the care of children with special educational needs and/or disabilities (SEND). He works closely with the staff team to implement support plans and strategies for children who require some additional support. He completes referrals, with the support of parents, to ensure that children receive the support they need. Children with SEND are making good progress in their development.
- The manager supports the staff with their professional development effectively. He regularly observes the staff and conducts supervision sessions that allow him to identify specific areas of training to further enhance staff performance. Staff feel well supported by the manager, and as a result, staff morale is high.

Safeguarding

The arrangements for safeguarding are not effective.

Despite the weaknesses in relation to staff ratios and first-aid qualifications, staff demonstrate good safeguarding knowledge. They understand the potential signs and symptoms of abuse, such as neglect, and know what to do if they have concerns about a child. The manager has robust arrangements to check the suitability of staff before they are able to work with the children. The manager knows who to contact if an allegation is made against a member of staff. Staff complete daily checks and risk assessments to ensure the environment is suitable for children. Staff also teach children about how to keep themselves safe. For example, children wear helmets while riding on bicycles and scooters in the garden.

What does the setting need to do to improve?

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

	Due date
ensure that the required staff-to-child ratios, including qualified staff, are met at all times to support children's needs	18/01/2023
ensure that any newly qualified staff have a paediatric first-aid certificate within three months in order to be included in ratios.	22/02/2023

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

- strengthen opportunities for children to engage with stories without distraction to build on their listening and attention skills
- build on opportunities for children to learn about the wider world and local environment through more first-hand experiences.

Setting details

Unique reference number	2597019
Local authority	East Sussex
Inspection number	10262832
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	28
Number of children on roll	51
Name of registered person	Jooshandeh, Karen
Registered person unique reference number	2597018
Telephone number	01424 465669
Date of previous inspection	Not applicable

Information about this early years setting

Little Explorers Nursery registered in 2020. It operates from a converted house in St Leonards-on-Sea, East Sussex. The setting is open from 8am to 6pm, Monday to Friday, for 49 weeks a year. The setting employs nine members of staff; of whom one holds a level 4 qualification, five hold a level 3 qualification, and three staff have a level 2 qualification. The setting receives funding for free early education for children aged two, three and four years.

Information about this inspection

Inspector

Jasmine Nelson

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.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- 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 inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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