

Inspection of Curious Explorers Nursery and Preschool @ Bromstone

Bromstone Cp School, Rumfields Road, Broadstairs CT10 2PW

Inspection date: 27 February 2023

Overall effectiveness	Inadequate
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The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Leaders do not ensure that all aspects of safeguarding are acted on, so that children receive high-quality care. For example, staff do not show enough professional curiosity when children arrive at the setting with existing injuries. Furthermore, children's health is not well managed. For instance, staff do not follow administration of medication procedures appropriately. This does not adequately ensure children are safeguarded effectively. In addition, there are significant weaknesses in the arrangements to support children's learning and development.

Children have built strong relationships with staff and seek them for support and comfort. However, children do not benefit from quality interactions and there are few resources that excite and engage them. Children are not provided with activities and experiences that match their learning needs and current interests. Consequently, some older children become bored and start to display challenging behaviour. Some staff take action to manage children's behaviour. However, overall, the lack of a suitably challenging curriculum means that children become disengaged and unsettled and do not make the progress they are capable of.

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

- Leaders have not ensured there is a staff member always present who has completed paediatric first-aid training and holds a relevant certificate. This does not adequately ensure children's safety should they have an accident or become unwell. The designated safeguarding leads do not have a good enough understanding of their roles and responsibilities to keep children safe. For example, when children are absent without explanation, they do not recognise this as a potential safeguarding concern. In addition, procedures are not thorough enough when gaining the required written permission from parents to administer medicine. This does not ensure all children are being safeguarded correctly.
- The quality of education is poor. Adult-directed activities offer some guided learning for children. For example, they sing songs and learn about simple counting. Children learn to take turns as they swap a 'penny' for a 'current bun'. However, most activities are disrupted by younger children who are unable to engage due to their age and stage of development. Resources available during free play are sparse and children are not provided with consistently high-quality teaching or learning opportunities.
- Staff make some attempts to promote a healthy lifestyle. For example, older children access the toilets alone and know to wash their hands. Children have visited the adjoining school to use the large equipment and develop their physical skills. Staff plan activities to encourage healthy eating and good oral

health. However, these opportunities are not consistently embedded to fully secure children's independence skills for the future. Staff do not engage frequently enough, to contribute to children's development of independence skills.

- Although teaching is weak overall, staff are successful at targeting support for children with special educational needs and/or disabilities. They find out key information about these children and work closely with parents and external agencies involved in the care of individual children. This helps these children to make progress in their learning.
- Leaders support new staff well and have put actions in place to support their induction. Some staff show an understanding of what they want children to learn next. However, overall, support for children is inconsistent because not all staff have a strong foundation of knowledge about them. This results in a lack of understanding on how to fully extend children's learning.
- Partnership with parents is strong. Parents speak highly of the nursery and comment that staff share information about their children's development. For example, parents are given access to progress reports and are invited to parent's evenings. Good communication ensures parents know what their children know and can do. Parents are offered opportunities to share in their children's learning. For instance, parents come in and teach children about their heritage. This helps children to learn about what makes people unique and to know that their traditions and cultures are valued.

Safeguarding

The arrangements for safeguarding are not effective.

Children are not adequately protected due to weakness in safeguarding procedures. The leadership team ensures that staff have regular child protection training. This provides staff with some useful information about signs that may indicate that a child is at risk and the procedures to follow to refer any concerns. However, in practice, staff are not always vigilant in recognising potential concerns. There are effective recruitment procedures in place and the ongoing suitability of all staff is regularly reviewed. All new staff are offered suitable induction training as well as clear guidance of fire evacuation procedures.

What does the setting need to do to improve?

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

	Due date
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gain written consent from parents/carers to authorise staff to administer medication for each individual child who requires it	15/03/2023
ensure child protection procedures are consistently implemented	15/03/2023
ensure that a staff member who holds a paediatric first-aid certificate is on site at all times, so that they are available to respond to emergencies quickly and paediatric first aid can be administered whenever needed	15/03/2023
ensure that key persons have the knowledge they need to ensure that every child's care is tailored to meet their individual needs	15/03/2023
improve the implementation of the curriculum to ensure all children receive experiences that support and extend their learning.	15/03/2023

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

- provide more consistent support for staff to promote children's independence.

Setting details

Unique reference number	EY501759
Local authority	Kent
Inspection number	10277390
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	29
Number of children on roll	38
Name of registered person	Antoniou-Gkikas, Lucia Michelle
Registered person unique reference number	RP907983
Telephone number	07789071320
Date of previous inspection	14 June 2018

Information about this early years setting

Curious Explorers Nursery and Preschool @ Bromstone registered in 2016 and is one of two pre-schools owned by the provider. It operates from a separate building in the grounds of Bromstone School in Broadstairs, Kent. Care is provided from Monday to Friday, from 8.30am to 3pm, during term time only. The provider receives funding to provide free early education for two-, three- and four-year-old children. They employ six staff, five of whom hold relevant early years qualifications at level 3 or above. The manager has achieved early years professional status.

Information about this inspection

Inspector

Kate Williams

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- 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.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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