

Inspection of Early Explorers Day Nursery

Star Education Centre, 116 Hyde Road, Manchester M12 5AR

Inspection date: 16 March 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

The provider and the newly appointed managers have acted swiftly in making improvements since the last inspection. They have addressed the weaknesses identified at the last inspection with the support of the local authority advisor. Robust risk assessments are in place along with structured maintenance schedules. All staff demonstrate a good understanding of managing risk to keep children safe.

Staff recruitment and retention has impacted on the setting. On the day of inspection, there were several staff absences, including the nursery cook. While adult-to-child ratios were met, the provider did not deploy staff effectively. The manager undertook several roles, including preparing food. As a result, the manager had little opportunities to oversee the quality of education. That said, children arrive excited and eager to play with the abundance of play activities that awaited them.

Children's personal development is a strength at this setting. Staff teach children the language of feelings from the moment they enter the setting. Children receive a warm welcome and are asked how they are feeling today. Emotion pictures are available to aid the conversation as they walk into their room. Throughout the day, staff continue to develop their understanding of how children might be feeling, such as tired or hungry. Children are beginning to understand their own feelings, and those of others.

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

- The quality of education is not yet good for all children, particularly for children with special educational needs and/or disabilities (SEND). The provider has failed to ensure the effective deployment of staff to provide additional support for children with SEND. Furthermore, the provider and managers do not fully understand how to access additional funding to enhance provision and intervention to provide the greatest impact on children's progress and outcomes.
- The curriculum is still being developed due to the changes in management and the new staff team. The manager has a clear vision of what she wants children to learn. Staff have organised the learning environment to provide children with a range of play experiences to meet children's needs and interests. For example, pre-school children enjoy the newly purchased climbing equipment, which helps them to develop their large and small-muscle skills. However, the curriculum is not yet embedded across all areas of the early years foundation stage.
- At times, children do not receive high-quality interactions from staff and are not engaged in purposeful learning. This hinders children's development of positive attitudes to learning.
- Children's communication and language skills are promoted well. Babies and

toddlers squeal with delight when they know the animal song is coming. They confidently sing along, naming the animals and animal sounds. During circle time, pre-school children sing their welcome song. They name the days of the week and attempt to name the months of the year. Children demonstrate a love of books and stories. They independently cuddle up with staff to read their favourite book. Parents regularly use the book lending scheme to further extend language skills at home. Children are confident communicators.

- Effective care routines promote children's independence, for example, very young children take tissues from the box to wipe their own noses and dispose of them in the bin. Taking care of their teeth is an integral part of their day. All children are supported to brush their teeth after lunch. Staff sing the tooth brushing song to make it fun and enjoyable. Children know that they need to wash their hands before lunch and can do so of their own accord. Children are developing an understanding of how to care for themselves in readiness for their future.
- The manager recognises the value of continuous quality improvement. She provides appropriate support and supervision for the staff team. Staff say that they feel well supported by the management team and that there is a strong team spirit. Staff have undertaken some training and research. However, due to current staffing difficulties and staff deployment, staff have not been able to access targeted training for supporting children with SEND. This means that gaps in staff's knowledge weaken the quality of education for children with SEND and does not ensure that they make the best progress.
- Parents speak highly about their children's experiences at the setting and how this is supporting their learning and development. Parents know who their child's key person is and say they are well informed about the progress their children are making.

Safeguarding

The arrangements for safeguarding are effective.

Children are safe at this setting. The premises are clean, safe and secure. Staff are qualified to administer first aid and effective systems are in place to record and monitor accidents which are shared with parents. Staff have knowledge and understanding of the possible signs that a child is at risk of harm. All staff have completed mandatory safeguarding training. They demonstrate that they know the correct actions to take if they are concerned about a child. There are rigorous safer recruitment processes in place for new staff and those in their probation period.

What does the setting need to do to improve?

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

- improve the deployment of staff to meet the needs of all children, especially

children with SEND

- develop an understanding of all external opportunities, including access to funding, to fully support children with SEND
- continue to lead and support the new team to build a curriculum that is ambitious and planned across all areas of the EYFS.

Setting details

Unique reference number	EY482485
Local authority	Manchester
Inspection number	10265503
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	56
Number of children on roll	80
Name of registered person	Summit Education Society Ltd
Registered person unique reference number	RP534060
Telephone number	0161 222 0557
Date of previous inspection	21 October 2022

Information about this early years setting

Early Explorers Day Nursery registered in 2014. The nursery employs 12 members of childcare staff. Of these, 10 hold an appropriate early years qualification at level 2, 3 and 4. The nursery opens from Monday to Friday, all year round. 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
Anita Dunn

Inspection activities

- This inspector discussed any continued 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 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.
- 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.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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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