

# Inspection of Little Explorers @ Pavilion

New Barn Close, Prestbury, Cheltenham, Gloucestershire GL52 3LP

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Inspection date: 26 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 spend much of their time outside at this setting. Staff prepare open-ended activities to capture children's curiosity. For example, children use guttering, trays and blocks to explore how water flows. Children notice that the water, running down the guttering, does not flow to the end but comes back down the pipe. Staff explain that water may need to flow downwards and encourage children to test this theory. As they do so, it flows out of a gap in the guttering. Staff encourage children to try again and consider why this might be happening. Children then add blocks to make a steeper drop for the water, causing it to fall quickly. Children are highly motivated as they move pipes and build up blocks to alter the speed of the water. Children's critical-thinking skills are promoted well.

The manager has identified gaps in children's communication and language since the COVID-19 pandemic. Staff have recently adapted their daily routine to provide targeted support for small groups of children to help support their skills in this area. Staff carefully plan activities that sequence children's learning. For example, encouraging them to listen closely and follow simple instructions.

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

- The manager and staff have developed good partnerships with local schools to support children's learning. However, the setting does not consistently liaise with other settings that children attend. They do not routinely share information about children's learning and development. This means children who attend more than one setting do not benefit from shared learning experiences between professionals.
- Older children listen attentively to stories in large groups. Staff support children to understand the sequence of stories. They encourage them to consider the beginning, middle and end. Children place characters onto a felt board and retell the story to each other, building on their confidence and self-esteem.
- Toddlers follow the pictures when listening to stories. Staff model listening, while turning the pages. Staff talk about happy and sad endings. They encourage children to share which characters are happy at the end of a story and why. For example, 'Why is Jack happy?', children reply, 'Because the giant has gone away'. Children develop an understanding of feelings and emotions from an early age.
- The manager provides staff with regular feedback on their practice. However, not all staff deliver the same quality of teaching. Less experienced staff do not always find the teachable moments in play. This means teaching can be variable and, on occasion, staff miss opportunities to engage and challenge children further.
- The manager uses additional funding to target areas of learning to benefit

vulnerable children. For example, the setting has recently purchased electronic writing pads. This is because staff had noticed some children, in particular the boys, do not always choose to engage in early writing.

- Children demonstrate excellent self-help skills. For example, they put on their own coats and boots, pour their own drinks, and open their own lunch boxes. Children are highly independent at this setting. Mealtimes are sociable events, where children and adults sit together and engage in conversation. Staff model good manners and gently remind children to do the same.
- Staff share children's learning with parents online and by conversation at the end of the day. Parents know who their child's key person is and what staff want their children to learn next. Parents share they chose the setting because of the warm, friendly interactions and the close friendships children make with each other.
- Children learn about the similarities and differences that exist between them. They learn about their local community and the world through conversation, the celebration of different festivals and traditions and through first-hand experiences.
- The manager and staff have put in place an inclusive, effective curriculum. This builds on what children already know and supports children's individual learning needs. Staff use observations and information they have gathered from parents to ensure that all children make good progress from their starting points.

## Safeguarding

The arrangements for safeguarding are effective.

The manager, staff and governance have an excellent understanding of how to keep children safe. They are clear about the process they would need to follow should an allegation occur against them. All staff can confidently identify the signs and symptoms of abuse. They have robust procedures in place should they need to record and report any concerns to the relevant safeguarding authorities. Ongoing training and regular in-house discussions take place on a wide range of safeguarding issues. For example, staff are clear about the setting policy and procedure on 'County Lines' and 'Prevent Duty'.

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

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

- strengthen the partnerships with other providers, so that information about children's development is shared from the outset to further consolidate their learning
- extend the coaching and mentoring of staff to raise the quality of teaching to a consistently high level.

## Setting details

<b>Unique reference number</b>	101506
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10279858
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Little Explorers @ Pavilion
<b>Registered person unique reference number</b>	RP519921
<b>Telephone number</b>	07729313813
<b>Date of previous inspection</b>	20 September 2017

## Information about this early years setting

Little Explorers @ Pavilion registered in 1979. The pre-school operates in Prestbury, Cheltenham. The pre-school operates four days a week from 9.15am to 2.45pm, during term time. The pre-school receives funding for the provision of early education for children aged two-, three- and four-years-old. There are five members of staff. The manager holds an appropriate level 6 qualification, one member of staff holds a level 4 qualification, three have level 3 qualification and one has a level 2 qualification in early years.

## Information about this inspection

### Inspector

Gwyneth Keen

## 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 manager and has taken that into account in their evaluation of the provision.
- The manager and inspector completed a learning walk together, the manager shared with the inspector what they want children to learn and how they will do this.
- The inspector and manager carried out a joint observation of a small-group activity.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector observed the quality of education during activities indoors, outdoors and assessed the impact this has on children's learning.
- The inspector spoke to 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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