

Inspection of Little Explorers Day Nursery Pakenham

4 Old Hall Barns, Bury St. Edmunds IP31 2NG

Inspection date: 28 April 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Children are eager to attend this welcoming and inclusive nursery. They greet the staff warmly, and confidently hang up their belongings on their own hooks. Older children recognise their names on the rainbow display, before happily joining their friends. They are keen to tell visitors about their favourite activities, making good use of the new vocabulary they hear and say in their play.

Children, including those with special educational needs and/or disabilities (SEND), make good progress in their learning and development. They are supported by knowledgeable staff, who plan and provide a broad curriculum. Babies enjoy exploring different materials, such as water, paper, glue and paint. They have a go at spreading glue when creating paper collages. This helps to strengthen the muscles in their hands and their coordination. Older children are keen to attempt new challenges, such as using scissors to cut out a mask. They carefully follow instructions as they learn how to hold the scissors, and show a good awareness of how to do this safely.

Children have a positive attitude towards their learning, and understand the high expectations for behaviour. For example, older children wait patiently for their turn to wash their hands before lunch and happily help to tidy away toys. Children are caring towards others. They thoughtfully save seats at the table and offer to share a book with a new friend.

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

- Staff get to know the children well and are confident about what they want them to learn and why. They find out about children's home lives and plan the curriculum to complement their experiences outside of the nursery. The provider uses additional funding effectively to help all children to access the curriculum. For example, staff are purposefully deployed to offer direct support to children with SEND as they increase their interactions with others.
- In the main, children take part in activities that are planned effectively to build on their existing development. For example, babies are encouraged to have a go at putting on their boots to build on their determination to manage tasks for themselves. However, during some daily routines, staff do not focus on making the most of opportunities to extend children's thinking and ideas. This means that children's knowledge and understanding are not always enhanced to the highest possible levels.
- When it is time for children to move into nursery or into the next room, staff plan and support their smooth transition. For example, they offer to visit families at home before children first attend to share information and learn more about children's interests and routines. Two-year-old children delight in visiting the

'Oak Room' before they join the older children. This is particularly supportive of children's emotional needs, helping them to build a secure bond with their key person throughout their time at nursery.

- Staff promote children's speaking and listening skills effectively. For example, toddlers are enthralled as staff sing songs and rhymes. They join in, anticipating the parts that involve shouting out and jumping. Older children often ask questions to find out more about the things that capture their interest. For example, they start conversations with staff about their pet chickens. Staff use strategies, such as sign language and visual cues, to help children with SEND to communicate their choices.
- Staff build positive relationships with parents and carers. Parents say that their children feel safe and happy at the nursery. They explain that staff show a genuine commitment to supporting their children to do well in their learning. Parents appreciate the detailed feedback that they receive about their children's progress. They value the expertise and advice that staff provide for issues such as supporting children's toileting needs and eating preferences.
- The provider spends plenty of time in each of the rooms, directly observing staff practice and ensuring that staff are deployed appropriately to meet children's needs. Staff, including those who are less experienced, appreciate the guidance and coaching they receive. They welcome opportunities to take on specific responsibilities and training to enhance their knowledge. Staff talk positively about their work with the children and show strong morals in their roles.

Safeguarding

The arrangements for safeguarding are effective.

The provider, nursery manager and staff have a good understanding of their role and responsibilities to protect children from harm. They know how to recognise possible signs of abuse and neglect. The nursery manager regularly discusses safeguarding themes with staff, including online safety. They share new guidance in child protection and display safeguarding information around the nursery. This helps to ensure that staff and visitors understand who to contact if they are worried about a child's welfare or the conduct of a member of staff. All required checks are carried out at the point of recruitment for all staff. This helps to ensure that children are in contact with suitable people.

What does the setting need to do to improve?

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

- support staff to adapt and reshape daily routines to increase the potential for children to extend their knowledge and skills to the highest possible level.

Setting details

Unique reference number	EY538117
Local authority	Suffolk
Inspection number	10287052
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	30
Number of children on roll	68
Name of registered person	Little Explorers Childcare Group Ltd
Registered person unique reference number	RP538116
Telephone number	01359232111
Date of previous inspection	23 October 2018

Information about this early years setting

Little Explorers Day Nursery Pakenham registered in 2016. It is situated in Pakenham, Suffolk. The nursery employs 11 members of childcare staff. Of these, nine staff hold appropriate early years qualifications at level 2 or above. One member of staff holds qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions operate from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Clements

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 provider, nursery manager and inspector completed a tour of the setting and discussed how the early years provision and curriculum are organised.
- The inspector observed the quality of interactions during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the provider.
- The staff and children spoke to the inspector at appropriate times throughout the inspection.
- Parents shared their views with the inspector, and the inspector took these into account.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all persons working at the setting.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023