

# Inspection of Jen's Xplorers

First Floor, Victoria Place, Victoria Road, Ripley, Derbyshire DE5 3FW

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Inspection date: 22 June 2023

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children enjoy their time at this welcoming nursery. They cheerfully wave goodbye to their parents and quickly busy themselves with their chosen activity. Staff actively encourage children to do things for themselves. For example, children put on their own high-visibility vests, sun hats and shoes for a trip to the park. This helps to develop children's growing independence skills. Staff model how to stop, look and listen, ensuring children's safety as they learn to cross the road. Children follow staff instructions to hold each other's hands. To this end, children are learning how to keep themselves safe.

Children relish their time outdoors. Staff motivate children to cooperate with their friends as they use the swings, slide and roundabout. Staff encourage children to think about where they are putting their feet and hands so they can navigate the climbing frame. Children develop their muscle strength and coordination skills as they pretend to be aeroplanes. They run with their arms outstretched and invite others to join them. Staff extend children's play and suggest playing a game of 'What time is it, Mr. Wolf?' Children confidently volunteer to take the lead. Staff remind children of the rules, and they work together to tentatively take the required number of steps toward the wolf. Children squeal with delight as they run away, hoping not to get caught.

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

- Parents are positive about the setting. They state that communication with staff is good, and they value the advice they receive to help with strategies for managing behaviour and toilet training. Parents say their children enjoy going out into the community, playing at the park and visiting the local supermarkets.
- Staff encourage children to share, take turns and use their manners. Children know the daily routines and understand the rules of the setting. Children are praised for their kind behaviour and receive reward stickers, on receipt of which they beam with pride. Staff are vigilant and swiftly intervene if they notice children being unkind to their friends or playing inappropriately. This helps children to consider the impact their behaviour has on others.
- Children show interest in early mathematical concepts. Staff ensure that this is embedded during children's play, where children learn about number, shape, colour and measure. However, staff do not always help children to identify when they are not using their early mathematical skills correctly. For example, on occasion, some children miscount items, and others identify numbers incorrectly. Staff praise children rather than taking the time to sensitively correct this with them. This means that children are not always being provided with the correct information to help further develop their skills and knowledge.
- Staff ensure that routine activities encourage children to develop their

independence skills. Children hang their own bags and jackets on their pegs; they pour their own drinks at mealtimes, and they eagerly scrape leftovers from their plates. When staff tidy away toys, children offer to do it instead. This encourages children to take care of resources and help others.

- Staff provide opportunities to develop children's small-muscle skills. This helps them to practise the skills they need for early writing. For example, children focus and work together to build vehicles by fitting tubes, wheels and other connecting parts together. They excitedly tell staff about their creations. Other children dip small brushes in water and use paint blocks to paint pictures of themselves. Staff encourage them to use mirrors to see what their faces look like. Children talk about each other's eyes, hair and who wears glasses. This helps children to value their own uniqueness and that of others.
- Staff support children's developing language and communication skills. For example, children eagerly play with dough. Staff use words such as 'squash' and 'squeeze' and 'rip' and 'roll'. Children copy these words as they manipulate the dough. Children eagerly sit for group story time. Staff ask questions to prompt children's thinking. However, this activity goes on for too long. This results in children disengaging, displaying inappropriate behaviour, and distracting others who are trying to listen. This disrupts children's learning and their ability to fully listen and engage in the activity.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers and staff understand their roles and responsibilities to keep children safe. The manager ensures that safer recruitment checks are undertaken to confirm the ongoing suitability of those working with children. Staff are aware of the signs and symptoms that could indicate that a child is at risk of harm. This includes those who may potentially be at risk of radicalisation. Staff know the procedure to follow should they need to report a concern about a child or a member of staff. Staff ensure that children are healthy and safe. For example, when staff notice that the sun has become too strong for children to play safely outside, they create an indoor play area to provide children with the same opportunities that they have outside.

## **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 consistently identify when children need support to use mathematical concepts and language, to improve children's knowledge and understanding
- organise story time to enable children to fully engage with the activity, ensuring their learning is not disrupted.

## Setting details

<b>Unique reference number</b>	2630962
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10299109
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 10
<b>Total number of places</b>	30
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Jen's Xplorers Ltd
<b>Registered person unique reference number</b>	2630963
<b>Telephone number</b>	07731891247
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Jen's Xplorers registered in 2021 and is based in Ripley, Derbyshire. The setting employs 14 members of staff. Of these, eight hold appropriate early years qualifications at level 3. The setting opens all year round, from Monday to Friday, except for bank holidays and a week at Christmas. Sessions run from 7am until 5.45pm. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Susan Hyatt

## 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.
- 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 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 observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation during an adult-led activity.
- 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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