

Inspection of Early Explorers Pre School

Mile Oak Community Centre, Chalky Road, Brighton BN41 2WF

Inspection date: 6 July 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

The manager and staff provide a wealth of engaging learning experiences in this happy, inspiring and well-organised pre-school. Activities are based on children's current interests and carefully planned to support each child to learn and develop well. Children benefit greatly from the focus on outdoor learning. For example, they know the routine and independently put on boots and overalls before going to the on-site forest school area. Children are excited to look for bugs and butterflies in the flower meadow. They learn new vocabulary as staff name the creatures. Children describe how woodlice feel 'tickly', and they count how many snails they find. They smell mint leaves, picked from the growing area, to add to their 'potions'. Children are motivated to learn about nature and how to care for the world around them.

Children receive nurturing and respectful care from the manager and staff, who help children understand their emotions and gradually learn to regulate their own behaviour. Staff observe children carefully and plan together how to help children who struggle with social interactions. They consistently use effective support strategies, such as gentle distraction, visual prompts and sign language. This ensures strong continuity of care that greatly benefits all children. Children are kind to others and play well together.

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

- The manager and staff have a strong understanding of how children learn and develop. They identify very quickly those who are not reaching their expected milestones and target support extremely effectively. Staff use advice and help from outside professionals, such as a speech therapist who visits the setting weekly. The manager uses additional funding carefully to provide extra staffing for targeted teaching, for example. All children are fully included in learning and make very good progress.
- The manager and staff plan activities well to develop children's learning. For example, older children excitedly sit together and join in mathematical activities. They identify missing number symbols in a number line, count blocks to 10 and begin to understand subtraction. Children follow instructions and build on previous learning. They develop a strong sense of belonging to the group and are well prepared for future learning in school.
- Staff encourage conversation and help children develop good listening skills. For example, they provide a range of real items for children to explore and talk about. Children pack and unpack suitcases and talk imaginatively about what they are doing. They practise physical skills as they close zips and pull cases. Children are curious, concentrate well and confidently manage their own play. They decide to use the holiday swimming arm bands as balls. Children throw

them for their friends to catch, and they persevere when it is difficult. They clap with excitement when they succeed. All children develop positive attitudes to learning.

- Staff read stories with animation and use props, such as food pictures from the story, to keep all children engaged. Children listen carefully and readily answer questions to show their understanding. Children learn good literacy skills. Staff link the story to learning about healthy eating and encourage children to try pineapple for snack. Children wait for their turn well and learn more about healthy food later as they play a shopping game.
- The knowledgeable and talented manager shares her expertise as she works alongside staff. They take up training to help raise children's outcomes even further. Staff say they are very happy working in the pre-school, which helps provide a happy atmosphere for the children. However, the manager has not maintained regular monitoring of staff practice to ensure it consistently meets her expectations for high standards. At times, some staff overly direct play and do not focus on using children's ideas. As a result, sometimes children do not learn as much as they could.
- Parents speak highly of the manager and caring staff. They say they always have time to listen and give help with learning at home or managing issues, such as children's transition to school. Parents and staff share information and planning, particularly for children with special educational needs and/or disabilities. This helps ensure children's needs are met and outcomes are improved.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff attend training to keep their knowledge of safeguarding up to date. Staff know what to do if they are concerned about a child's welfare. The manager and staff discuss additional support that children or families may need, so that staff can give the same continuity of care. The manager carefully monitors the suitability of staff to work with children. Staff check the building and gardens carefully each day to ensure they are safe for the children. Children begin to manage their own risks. For example, they find sun hats before going out in the sun. The building is secure and children are carefully supervised.

What does the setting need to do to improve?

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

- improve the monitoring of practice to ensure staff fully understand how to develop children's learning, particularly when children are exploring their own ideas and choice of play.

Setting details

Unique reference number	EY495092
Local authority	Brighton and Hove
Inspection number	10301517
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	2 to 5
Total number of places	36
Number of children on roll	49
Name of registered person	Early Explorers Pre School Limited
Registered person unique reference number	RP904384
Telephone number	07939 364356
Date of previous inspection	3 January 2018

Information about this early years setting

Early Explorers Pre School registered in 2015 and is located in Portslade, Brighton and Hove. The setting opens on Monday from 8.00am to 12.30pm, and on Tuesday to Friday from 8.00am to 3.30pm, during school term times. The pre-school provides funded early education for children aged two, three and four years. The pre-school employs 10 members of staff. Of these, eight have suitable qualifications at level 2 or above. The owner/manager is a qualified teacher.

Information about this inspection

Inspector

Sue Suleyman

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 and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- Some children, parents and staff spoke to the inspector during the inspection, and she took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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