

# Inspection of Little Explorers Nursery

30 Fern Road, St Leonards-on-Sea TN38 0UH

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Inspection date: 13 July 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	Inadequate
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children thoroughly enjoy their time in this homely nursery. Staff are highly attentive to children's needs. They form positive relationships with children, and parents report how much their children enjoy attending. On arrival, babies hold out their arms excitedly, ready to be greeted by staff. There is a busy, vibrant atmosphere within the nursery. Children demonstrate they feel safe and happy. They approach staff confidently for comfort, when needed, and actively involve staff in their play. For example, they suggest games to play with staff and their ideas are always valued and welcomed.

Babies and children benefit from a wide range of well-planned activities which support their learning needs well. Leaders have high expectations for every child. They plan a curriculum which successfully caters for each child's learning styles. This includes children with special educational needs and/or disabilities (SEND) and children who need extra help with their learning. All children make good progress from their starting points.

Staff are positive role models. They actively encourage children to be kind, courteous and respectful of one another. From a young age, children quickly learn how to share resources and take turns as they play. They listen to one another and play happily together. These skills prepare children well for future learning.

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

- Leaders have made good progress since the last inspection. All staff hold appropriate qualifications which meet the statutory requirements of the early years foundation stage. Children are cared for by staff who are appropriately trained and skilled in caring for children and supporting their learning.
- Teaching is good and staff fully understand the intentions of the nursery curriculum. Children develop important skills to help them become ready for starting school. Staff plan activities well so that children gain confidence to try new things. Babies are delighted when they press buttons and lift flaps and see what happens. Older children use their investigative skills to enthusiastically hunt for insects in the nursery garden. They demonstrate high levels of interest as they turn over logs with excitement and anticipation as to what they might find.
- Leaders have quickly addressed the gap in children's language and communication skills seen after the COVID-19 pandemic. Younger children copy and repeat the language and vocabulary they hear older children using. This helps their language skills develop quickly and they become confident in communicating their needs. Staff have completed appropriate training to support children with SEND who need additional help in communicating their needs.

These strategies are fully understood and implemented by all staff. Every child is valued, listened to and able to convey their needs.

- The nursery curriculum offers extensive opportunities for children to play and learn outside and to experience exciting visits within the local community. For example, recently, a group of children visited a local Tesco store to buy ingredients for cookery activities. Staff planned this activity well to help children have the experience of choosing items from a shopping list and using money.
- Staff prepare children well for the transfer to school. They talk to children about the school environment, and children compare the different types of uniform they will be wearing. Staff sensitively encourage children to talk about what they are looking forward to and any worries they may have. This helps to make this transfer process easier for children to prepare for.
- Generally, the nursery routine is planned well overall. Babies and children have time to freely explore and choose their own activities. However, during the morning snack routine for older children, learning is interrupted for a short time, as children are asked to wash their hands but not all children can have snack at the same time. This means some children are left waiting unnecessarily and their learning is disrupted.
- Partnerships with parents are good. Staff share regular information with parents about what their children are learning and the progress they are making. Parents are actively encouraged to support children's learning at home. For example, staff have organised the 'community library' to enable parents and children to share books and stories together at home.

## **Safeguarding**

The arrangements for safeguarding are effective.

Children's safety is given the highest priority. All staff demonstrate a confident understanding of their role in recognising when any child or family may be at risk of harm. Leaders make sure staff know exactly what to do if they are concerned about a child or the conduct of a colleague. The nursery's safeguarding arrangements are displayed freely around the nursery to make sure staff can act promptly if they have any concerns. The nursery is secure, and staff are vigilant in supervising children closely and checking for any potential hazards. Robust recruitment procedures and ongoing checks mean that leaders make sure all staff are suitable to work with children.

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

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

- improve the organisation of snack time to ensure children remain positively engaged in purposeful learning experiences.

## Setting details

<b>Unique reference number</b>	2597019
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	10277623
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Jooshandeh, Karen
<b>Registered person unique reference number</b>	2597018
<b>Telephone number</b>	01424 461449
<b>Date of previous inspection</b>	17 January 2023

## Information about this early years setting

Little Explorers Nursery registered in 2020. It operates from a converted house in St Leonards-on-Sea, East Sussex. The setting is open from 8am to 6pm, Monday to Friday, for 49 weeks of the year. The setting employs nine members of staff. Of these, one holds a level 4 qualification, six hold a level 3 qualification, and two staff have a level 2 qualification. The setting receives funding for free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Jo Caswell

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The nursery manager conducted a learning walk with the inspector and explained how the nursery's curriculum is planned and delivered.
- Staff spoke to the inspector about how they plan for children's learning.
- Children talked to the inspector about what they enjoy doing at nursery.
- The inspector completed a joint observation of an activity with the nursery manager to evaluate the quality of teaching.
- The nursery owner and nursery manager explained how they monitor the quality of the nursery and identify the ongoing improvements they wish to make.

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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