

Inspection of Little Explorers Day Nursery and Preschool

205 Knighton Road, LEICESTER LE2 3TT

Inspection date: 31 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive happy and keen to start their day at the nursery. They are greeted by familiar staff and separate confidently from their parents or carers. Children settle quickly and make their own play choices from a good range of resources, showing they feel safe and secure. They develop strong relationships with the kind and nurturing staff who are attentive to their needs.

Children are eager to learn, and they enjoy the activities offered to them. Enthusiastic staff plan exciting and challenging activities that motivate children to learn. Staff extend children's learning by questioning and introducing new ideas. For example, as children pour water down the guttering, staff support children to discover how the heights of the guttering can change the speed of the water. Babies enjoy the well-thought-out space that promotes their physical development. Staff encourage babies to crawl under tunnels and up small ramps and pull themselves to stand, in preparation for walking. Staff eagerly dance along with toddlers to action songs, supporting children to jump up and down and wave their arms energetically.

Children behave well and staff are good role models. Staff speak gently to children and demonstrate how to treat others respectfully. They support children to learn how to share and take turns as they play. This helps children to make friends and include others in their play.

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

- Staff plan an ambitious and broad curriculum to meet children's individual needs and include the interests of all children. Staff know their children well. They know where children are in their learning and they have a clear understanding of what they want children to learn next. They use this information when they plan for children's learning, supporting all children to make good progress.
- Children's communication and language are well supported. Staff provide a language-rich environment. Children show a love of reading. From a young age, children choose their favourite books, which staff read to them enthusiastically. Staff develop children's vocabulary well, which supports their overall learning. They recognise when children may need extra support with speech and language. Staff make swift referrals and quickly put actions in place to ensure that children's learning is supported.
- Staff plan topics to help children learn about different faiths, religions and cultures. However, they do not help children to revisit previous learning to embed their knowledge.
- Staff consistently weave mathematical learning into children's activities. For example, staff support children to count out the dots on the ladybird, comparing

amounts and recognising numbers. During water play, staff talk about capacity, asking children to measure if there is more or less water in their containers.

- Mealtimes are social occasions at the nursery. Staff and children sit together and chat happily to each other. Healthy meals are prepared by the nursery cook, who ensures children's dietary requirements are met. Staff encourage children to serve their own food and use jugs to pour their own drinks. They develop good hygiene routines, knowing to wash their hands before eating.
- Staff support children's independence effectively. Children follow routines, hanging up their coats and bags and placing water bottles where they can be easily reached. Children learn to identify hazards. Children are allocated as 'garden safety rangers' to ensure the garden is safe to use before all the children go out to play.
- Partnerships with parents are strong. Parents speak highly of the nursery and the progress their children make. They receive regular information, which keeps them up to date with their child's development. They particularly like the special occasion stay-and-play days, such as the Father's Day event.
- Leaders have a clear focus and know what they need to do to improve. They support staff's professional development so that they can develop their teaching skills. Managers and experienced staff model good practice and quality interactions for those staff who are less experienced. However, less experienced staff are not yet fully supported to understand how to provide more challenge for children and extend their learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff have a good understanding of the safeguarding policy and that they keep their training up to date. Staff have a secure understanding of their responsibilities to protect children. They confidently identify the signs that may indicate a child is at risk of harm. They know how to report any concerns they may have about children and how to escalate these should they need to. Robust recruitment procedures are in place to ensure that all adults are suitable to work with children. Staff ensure that the premises are always safe and secure, and any potential hazards to children's safety are identified and minimised.

What does the setting need to do to improve?

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

- help staff to embed children's learning of different faiths, religions and cultures
- support less experienced staff to fully understand how to extend learning and challenge children as they play.

Setting details

Unique reference number	2637832
Local authority	Leicester
Inspection number	10295704
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	29
Number of children on roll	42
Name of registered person	The Childcare Corporation Limited
Registered person unique reference number	RP902737
Telephone number	0116 270 6916
Date of previous inspection	Not applicable

Information about this early years setting

Little Explorers Day Nursery and Preschool registered in 2021 in Knighton, Leicester. The nursery receives funding to provide early education for children aged two, three and four years. The nursery employs 16 members of staff. Of these, 11 staff hold appropriate early years qualifications at level 3 and two members of staff hold a level 2 qualification. The nursery is open all year round, Monday to Friday, from 7.30am to 6pm, except for bank holidays.

Information about this inspection

Inspector

Charmaine Cayton

Inspection activities

- This was the first routine inspection the nursery 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 nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at the nursery.
- 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 carried out a joint observation of a communication and language activity with the deputy manager.
- The inspector spoke to several parents during the inspection and 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.

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