

# Inspection of Little Explorers Daycare Nursery Trading As Little Adventurers Day Care Nursery

24 Severn Drive, Upminster, Essex RM14 1SW

---

Inspection date: 21 August 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 Inadequate

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

### **The provision is good**

The manager and staff know the children in the setting very well. The manager observes and assesses how staff implement the curriculum and evaluates the impact it has on the children. The manager ensures that the curriculum is exciting, challenging and child focused. All children acquire the skills necessary for their next steps in education.

All children, including those with special educational needs and/or disabilities (SEND) and those who speak English as an additional language, receive good support from staff. Professionals and staff involved in the care and learning of the children work together to help ensure that children make good progress. Staff ensure that children are familiar with the routine and teach them different ways to express themselves. This helps children to be confident learners.

Children are thriving at this setting. There is a real sense of community and a focus on family within the setting. Staff build strong and effective relationships with children and their parents. They attend workshops and training to support their children at home. Children frequently visit the local community, including visiting an allotment and a forest school. They learn about respect, resilience and independence through these activities.

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

- Since the last inspection, the manager and staff team have reviewed their procedures. They have put measures in place to help ensure the well-being and safety of children. The manager liaises with the local early years team to get further support and secure better outcomes for children's future learning.
- The manager and staff understand the importance of settling children into their new learning environments. Staff with key-person responsibilities act as a safe base for the children. For instance, children come to their key person for reassurance as they explore the environment. This supports children's emotional needs and enables them to be ready and eager to learn more.
- Staff use effective communication to help children know what happens next and why. When younger children come inside from the garden, staff say, 'We take our shoes off, as it might be slippery', and encourage them to take their shoes off. This helps to extend children's understanding.
- Children develop good social skills. Pre-school children effortlessly share resources and ideas. For instance, they use their imaginations to extend their play in the role-play area. Children eagerly share with visitors what they have been learning, such as how many more days they have to wait for the potatoes to be ready for harvesting.
- Children make choices about what they want to learn. Staff set up resources for

the children to explore at their own pace. For example, young children independently explore the home corner. They pretend to feed a baby doll and say 'cup' and 'all done'. They are babbling along during their play. This shows that they imitate language, developing their early language skills.

- Staff help children to learn about healthy lifestyles. They model the behaviour they expect from the children and wash their hands with them. In addition, staff provide children with appropriate food, to meet their dietary needs and preferences. Children build good foundations for keeping themselves healthy and developing good self-care skills.
- Parent partnership is strong, and staff value parents as partners in their children's development. Parents receive a wide range of support and guidance from staff, which helps them to support their children, and they express their appreciation for the care and education their children receive.
- Leaders value staff, and their well-being is paramount to them. There are systems in place to monitor staff practice. However, leaders have not identified some inconsistencies in staff's teaching and interactions with children. Staff do not always extend and challenge children's thinking and learning effectively. For example, staff do not support all babies to use their spoons during mealtimes. Other children do not have enough experiences to express their own ideas.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff team follow effective procedures to ensure that children can explore and learn in an enabling and safe environment. The manager supports staff to improve their understanding of risk assessment, taking account of the children by using the environment and the resources. The safeguarding knowledge of the staff team is secure. The manager has a secure knowledge of the range of families that may access the setting. She knows how to work with other professionals to help keep children safe. Staff are aware of to whom to report a safeguarding concern, especially to which outside agencies. The recruitment and induction of staff is thorough, and individual suitability assessments are completed to ensure that staff working with children remain suitable.

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

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

- enhance the processes to monitor practice to strengthen staff's interactions and teaching and embed consistently high standards of teaching across the setting.

## Setting details

<b>Unique reference number</b>	EY485750
<b>Local authority</b>	Havering
<b>Inspection number</b>	10287520
<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>	0 to 4
<b>Total number of places</b>	64
<b>Number of children on roll</b>	113
<b>Name of registered person</b>	Little Explorers Day Care Nursery Limited
<b>Registered person unique reference number</b>	RP534308
<b>Telephone number</b>	07594 446181
<b>Date of previous inspection</b>	28 February 2023

## Information about this early years setting

Little Explorers Daycare Nursery Trading As Little Adventurers Day Care Nursery registered in 2015. It is situated in Upminster, in the London Borough of Havering. The nursery opens from 7.30am to 6.15pm, for 51 weeks of the year. The provider employs 27 staff, of whom 20 hold a relevant childcare qualification between level 2 and level 6. The provider is in receipt of funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Anja Eribake

## 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 manager and inspector carried out a learning walk together to discuss the setting's intentions for children's learning.
- The inspector made observations throughout the inspection of children's experiences in the setting and assessed the impact that these were having on children's learning.
- The manager and inspector carried out a joint observation and discussed the impact this had on children's learning.
- The inspector spoke to children, parents and staff and took their views into account.
- A meeting was held with the manager. This included a review of relevant documentation, including staff suitability and training.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023