

Inspection of Little Explorers Eccles

Brighthouse, Bright Road, Manchester M30 0WG

Inspection date: 20 September 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

The provider has made several improvements since the last inspection and these have made a positive difference to the quality of care and education that children receive. There is now a progressive curriculum in place that builds on what children already know and can do and staff are working hard to embed this. Staff understand what it is that they want children to learn and are able to differentiate activities to ensure that children's individual learning needs are met. As a result, children have a positive attitude to learning. They are engaged, motivated and concentrate well.

Staff support children to regulate their own behaviour and emotions. They praise children for their efforts, achievements and positive behaviour. Children learn to manage their feelings and recognise and understand different emotions. They remind each other of their 'golden rules', such as 'kind hands' and 'walking feet'. Staff who work with babies and toddlers offer an abundance of cuddles, which helps young children to feel safe and secure. This consistent practice helps children to understand what is expected of them and learn right from wrong. Children are happy and content. This is evident through their smiles, eagerness to participate in activities, and the positive relationships that they have with staff.

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

- Leaders have welcomed support from the local authority and have been receptive of the suggestions made to improve practice and provision. Recent staff changes have resulted in staff now working cohesively to ensure that children are at the heart of everything that they do. Regular staff meetings, training opportunities, and supportive visits from the nursery's area manager continue to ensure that these positive changes can be sustained.
- Staff are kind, caring and nurturing in their approach. However, in their eagerness to help, they occasionally complete tasks for children that they are capable of completing themselves. For example, during lunchtime routines, staff are quick to clear away children's plates and cups, despite children showing an awareness of what they need to do and a willingness to try. This impacts on children's independence and the development of their self-care skills.
- Staff provide many opportunities for children to develop their fine motor skills. For example, children make marks in shaving foam and explore shredded paper using plastic pegs. This helps children to develop the muscles in their hands in readiness for writing.
- Staff explain the importance of babies and toddlers developing their physical skills. Babies and toddlers are extremely active and thoroughly enjoy their day. For example, they giggle and babble with delight as they play peekaboo and catch bubbles with staff. Children confidently use climbing equipment, which

helps them to further develop their balance and coordination skills.

- Staff recognise the importance of children having access to the outdoors to build on their well-being and physical development. Children have regular access to the garden each day. However, the curriculum planning for this area and the resources available do not provide as many highly stimulating play and learning experiences. Leaders recognise this and have plans in place to make improvements, so that children who prefer to learn outside are fully supported.
- Children's communication and language are given high regard. Staff model conversation and use repetition to reinforce children's understanding. They provide a narration as children play, which ensures that children hear a rich variety of vocabulary. Furthermore, staff identify key words to teach children. For example, babies participate in sensory activities where they learn words such as 'crunchy' and 'crush'. Older children learn new vocabulary, such as 'tornado', when they are observing the wind through the window. Children are confident communicators who are able to articulate their needs.
- Staff feel supported in their role and enjoy their work with children. They benefit from supervision meetings and observations of their practice and are given targets to help them to improve. Staff participate in professional development opportunities, such as working with babies, supporting three- and four-year-old children, and child development. This has a positive impact as staff are continuously developing their knowledge and skills in order to support children effectively.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that staff are fully aware of their role and responsibility in protecting children from harm. Procedures regarding risk assessment, safe sleep and hygiene have been revised and strengthened. Staff are deployed effectively and supervise children well. All staff have a good understanding of the action to take if they have concerns about a child's welfare. They confidently describe how to make a referral to the relevant agencies and how to escalate any concerns. Regular training, spot questioning, and discussions at staff meetings help to ensure that their safeguarding knowledge remains up to date.

What does the setting need to do to improve?

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

- enhance opportunities for children to develop their independence even more during planned activities and daily routines
- implement plans to develop the outdoor area, to ensure that children benefit from more varied and stimulating learning experiences.

Setting details

Unique reference number	EY482692
Local authority	Salford
Inspection number	10302556
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	72
Number of children on roll	52
Name of registered person	Explorers Nurseries Limited
Registered person unique reference number	RP904214
Telephone number	01617078737
Date of previous inspection	23 May 2023

Information about this early years setting

Little Explorers Eccles registered in 2014 and is based in Eccles, Manchester. The nursery employs 12 members of childcare staff. Of these, three hold a qualification at level 6, four hold qualifications at level 3, and one at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Karen Cox

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff, children and parents 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 manager and the inspector carried out a joint observation.
- 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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