

# Inspection of Little Explorers

Belton Lane School, Green Lane, Grantham, Lincolnshire NG31 9PP

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Inspection date:

26 September 2023

<b>Overall effectiveness</b>	<b>Good</b>
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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

Children settle quickly and show positive relationships with staff. For example, children in the lower toddler room smile when they play peekaboo with a staff member as they look at them from behind a tent. Children in the pre-school room sit on the staff's knee for comfort during planned activities. Children are supported by staff to keep themselves safe. For example, when children attempt to climb on furniture in the lower toddler room, staff remind them to put their feet on the floor. When children follow the staff's instructions, they receive praise for listening.

Children are supported to develop their physical skills. For example, children in the lower toddler room are supported by staff to develop the strength in their legs to stand. Children in the upper toddler room are asked by staff to use their large arm movements to transfer water from one container to another. Children in the pre-school room use the muscles in their hands when they copy staff and use a screwdriver to release a screw from wood. Staff encourage children to learn new skills. For example, as they show them how to make the gap at the end of an adjustable spanner wider. When children persevere and complete this task on their own, they receive praise from staff for their efforts, telling them they have learned something new.

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

- The manager and staff implement a curriculum that helps children to progress in their development. For instance, they support children to develop their communication skills. Staff in the lower toddler room use repetitive words when they speak to children, such as 'pat, pat, pat' when they flatten play dough. In the upper toddler room, staff ask children to blow bubbles off the top of containers that are filled with soapy water. This contributes to children developing the muscles in their mouths to form sounds.
- The manager reflects on staff practice and gathers feedback from parents to help identify ongoing improvements to extend outcomes for children. Recent changes include providing a sensory area for children to go with staff to relax, be calm, and manage their behaviour. This room is for all children to access, including children with special educational needs and/or disabilities.
- Staff weave mathematics into children's play and help extend their knowledge of sizes and shapes. For example, when children play with a wooden train track on the floor, staff talk to children about a train being long. When children walk around a water tray, staff talk to children about them moving around in a circle.
- When children who speak English as an additional language start attending, staff gather key words from their home language to help support children's understanding and language development. However, staff do not gain information from parents about children's learning abilities, to help them

understand children's prior knowledge and skills and to plan more precisely for their learning from the outset.

- The manager liaises with parents to help identify how to spend additional funding effectively for some children. This includes providing one-to-one support to help children's emotional well-being during routine transitions and sessions to help develop children's confidence to play and interact with their peers.
- Parents comment positively about the staff. They say staff are kind, caring and nurturing to the children, and friendly and helpful to parents. Staff share information with parents about their children's daily routines and learning. This information helps to keep parents informed about their children's progress.
- Children in the pre-school room are reminded by staff to use good manners, such as before they receive their snack. Children sing a song with staff about saying please and thank you. However, during some group times, when staff ask children questions, they do not encourage them to take turns to answer. This results in many children talking at the same time and not listening to the views of their peers.
- Staff help the children develop skills for the future, such as being independent. For example, in the pre-school room, children are given safety knives and learn how to use these safely to prepare snacks for their peers. Staff show them how to use a vegetable peeler safely to prepare carrots and potatoes.

## Safeguarding

The arrangements for safeguarding are effective.

Staff help children to develop their knowledge of how they can keep themselves safe. For example, they help children learn about road safety and talk to them about keeping their bodies private and stranger danger. Staff attend training to develop their knowledge of how to promote children's safety. This includes completing training to promote children's safety when they sleep. The manager implements a recruitment procedure to help ensure that staff are suitable to work with children. The manager and staff understand their responsibilities to safeguard children. They know where to report any concerns they have regarding children's safety.

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

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

- strengthen the information gathered from parents when children first start, to help staff understand children's prior learning on entry
- help staff to consistently support pre-school children to take turns in conversations and to listen to the views of others during group times.

## Setting details

<b>Unique reference number</b>	EY474606
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10304884
<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 10
<b>Total number of places</b>	62
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	Children's Links
<b>Registered person unique reference number</b>	RP526397
<b>Telephone number</b>	01476 575711
<b>Date of previous inspection</b>	5 February 2018

## Information about this early years setting

Little Explorers registered in 2014. It is situated in the grounds of Belton Lane School, Grantham, Lincolnshire, and is run independently from the school. The nursery employs nine members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, one at level 4, one with qualified teacher status and the manager with level 6. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Hayley Ruane

## 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 the inspector completed a learning walk together of all areas of the nursery and discussed how the manager implements the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents shared their views on the nursery with the inspector.

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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