

Inspection of Little Explorers Nursery

Worlds End Pavilion, Burgess Hill RH15 0QJ

Inspection date: 23 October 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Staff create a learning environment that enables children to engage in an activity of their choosing while also supporting their ongoing development. For instance, when children choose to make play dough hedgehogs, staff successfully build on this to extend children's vocabulary. Staff talk about the different size and lengths of the hedgehog 'spikes', describing them as 'long', 'short', 'wide' and 'thin'. This enhances children's understanding of mathematical concepts.

Staff ensure that they deploy themselves effectively, which helps children to benefit from the many learning opportunities available to them. For instance, staff provide children with lots of encouragement and support as they try to walk across a row of wooden blocks. This helps children to persevere with their task and promotes their physical development.

Generally, children behave well and demonstrate friendly behaviour. For instance, children respond with enthusiasm when their friends ask them to look at what they have made. When children need support to regulate their feelings, staff respond promptly and effectively. They speak calmly to children and explain the impact that their behaviour has on others, which helps children to develop an understanding of what is expected of them. Staff also guide children to consider other options so they can learn to resolve their own conflicts. This promotes positive behaviour.

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

- The manager provides staff with effective coaching and mentoring to enhance their professional development. She is able to recognise strengths in staff practice, as well as areas where they might need further support, in order to improve their practice and raise the quality of teaching. The manager encourages staff to complete additional training to help them when they take on new roles within the nursery. This helps to enhance their understanding of how to meet children's individual needs.
- Staff have good knowledge of their key children. They gather appropriate information before children start so they can help them to settle. Staff use what they know about children to identify where they are in their development and to plan for children's next steps. This enables staff to support children with their ongoing progress. However, at times, staff do not have a fully consistent approach to supporting younger children's communication and language skills. For example, they do not consider the impact that leaving children with their dummies for long periods may have on their speech development.
- Children with special educational needs and/or disabilities (SEND) benefit from effective strategies to support them to make progress in their development. The special educational needs and disabilities coordinator (SENDCo) works in

partnership with parents and other agencies to ensure that support is consistent for children. She identifies children's interests in order to design a curriculum that encourages children with SEND to participate in their learning environment. For instance, when children focus their attention on a particular resource, the SENDCo shows them different ways that they can be used.

- Staff are vigilant at ensuring that children's self-care needs are being met. For instance, they ensure that children's faces are kept clean, particularly when they have dirty noses. Staff use soft flannels when they notice that children have sore noses, which demonstrates that they are sensitive to children's needs. However, at times, staff do not give children consistent messages about good hygiene routines. For example, on occasion, they use the same flannel on more than one child. This does not support children to develop an understanding of how to manage their own health needs.
- Leaders have carefully considered ways to improve the arrangements for mealtimes. As such, children are encouraged to serve their own food, feed themselves with cutlery, and take their finished plates over to the kitchen. This helps children to develop the independence skills they need when they start school.
- Parents are very happy with the setting and appreciate the attentive support that staff give to their children. They are given feedback through verbal handovers and online communications. This informs them of their child's day and next steps. Staff work with parents to ensure that information is shared appropriately. This helps to keep everyone informed so they can provide the appropriate support for children.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good safeguarding knowledge. They recognise the signs and symptoms of abuse, and they know the procedures to follow to raise concerns. Staff ensure that they communicate between each other when children move between the indoor and outdoor space. This ensures that staff know where children are at all times so that they can supervise them effectively. Staff are happy working at the setting and feel supported by leaders. They would feel confident raising concerns with leaders, and this helps to keep children safe.

What does the setting need to do to improve?

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

- support staff to develop a more consistent approach to encouraging younger children's developing language skills
- strengthen staff practice so that children benefit from more consistent messages about good hygiene routines.

Setting details

Unique reference number	EY553025
Local authority	West Sussex
Inspection number	10313316
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	25
Number of children on roll	44
Name of registered person	MKM Childcare Limited
Registered person unique reference number	RP553024
Telephone number	01444 241909
Date of previous inspection	28 November 2019

Information about this early years setting

Little Explorers Nursery registered in 2014 and re-registered in 2017 due to a change in company status. The nursery operates from Worlds End Pavilion, in Burgess Hill, West Sussex. It is open each weekday, from 7.30am to 5.30pm, for 51 weeks of the year, excluding bank holidays. A team of 12 staff work with the children, nine of whom hold recognised early years qualifications. The nursery owner holds an early years degree. Funding is accepted for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Hayley Kiely

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 nursery.
- The manager completed a learning walk of the nursery with the inspector and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The SENDCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- The manager and the inspector carried out a joint observation of a group activity.

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