

Inspection of My Little Explorers

HQ, Hillside Cottage, Toothill Road, Romsey SO51 9LN

Inspection date: 15 November 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children show they are independent and confident as they play and learn. Staff are effective in providing support for children to manage their own risks in play. For example, children show pride in their achievements, asking staff to watch them as they jump off the climbing frame into piles of leaves. They laugh with delight as they play on tyre swings and role play visiting the vets with staff. Children know what they want to explore, demonstrating high levels of focus as they play. Children make positive decisions and independent choices. Staff give children long and uninterrupted time to get deeply engrossed in their learning.

Children settle in swiftly in the morning, eager to go and explore. They demonstrate a secure understanding of the daily routines. They learn that the owl whistle, for example, means they need to listen attentively to what staff have to say. Staff support children to behave positively. They teach children about feelings and emotions by using a range of strategies. For instance, staff encourage children to squash clay if they are feeling frustrated, and they help them to learn about the feelings of others. Children learn a good range of skills, supported effectively by staff. These skills will help them to be ready to move on to the next stage in their education.

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

- Staff have a secure understanding of what they want children to learn, and they ensure that the curriculum is effective for all. Children enjoy learning in the natural environment, and they become deeply involved in their play.
- Arrangements to support children's physical development are effective. Children have many opportunities to fine-tune their strength, agility and coordination. They confidently climb, balance, and run through the woods. For example, children delight in climbing ladders to make chalk marks on tree trunks and carry heavy planks of wood. Staff support children's gross motor skills very effectively.
- Staff are positive role models for children's developing communication skills. They comment on what children do and ask them searching questions to encourage their thinking skills. Staff introduce children to new words as they play, such as 'healing' and 'treatment'. They provide good support for children's speech. Children communicate confidently with staff and each other.
- Staff provide a stimulating and enabling environment for children to play and learn in. They plan activities for children that support their developing skills. For instance, children mix paint colours using pipettes. They develop their fine motor and sharing skills as they play together and make new colours.
- Children understand the rules, boundaries and expectations of the setting. They understand about keeping themselves safe and healthy. For instance, staff make handwashing more appealing by suggesting children 'play with bubbles and

water'. Children know they can approach staff for help, such as asking for 'another layer' when they are feeling cold. Children show they feel safe and secure in the attentive care of staff.

- The new manager has a clear development plan and a good understanding of areas for further development. She recognises that story time, for example, is not consistently engaging for all children. However, the arrangements for staff supervision are not fully embedded, to help swiftly identify and address minor weaknesses in teaching.
- Arrangements for extending children's learning are effective. Children remember previous learning and build on what they know and can do. For instance, they talk excitedly about potion making when they see the colour-mixing activity staff have planned for them. Staff plan activities that engage and stimulate children's learning.
- Staff work well with other early years settings that children attend. They have regular conversations about supporting children's learning consistently. This helps to develop continuity for children.
- Parents comment positively about the support staff offer to their children. They feel well informed about what their children are learning. However, staff do not ensure that all parents know who their children's key person is. This does not fully support parents to continue children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The provider follows a robust staff recruitment and induction process. This ensures that staff are suitable to work with children. All staff receive regular safeguarding and child protection training. They understand their roles to keep children safe and promote their well-being at all times. Staff know what actions to take if they have any concerns about children's welfare. They demonstrate a secure knowledge of the procedures to follow if they have any concerns about their colleagues.

What does the setting need to do to improve?

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

- strengthen arrangements for staff supervision, training and development to ensure consistently high-quality teaching for children
- improve communication with parents to ensure they know who their child's key person is and have the opportunity to build positive relationships that support their children's learning even further.

Setting details

Unique reference number	EY467166
Local authority	Hampshire
Inspection number	10305569
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	2 to 4
Total number of places	12
Number of children on roll	17
Name of registered person	Victoria, Samantha Jane
Registered person unique reference number	RP907480
Telephone number	07766812541
Date of previous inspection	26 February 2018

Information about this early years setting

My Little Explorers registered in 2013 and is located near Hursley, Winchester, Hampshire. The setting follows a forest school approach towards children's learning and is outdoor based. The setting is open during school term times only, from 9am to 4pm, on Monday to Friday. The setting receives funding for the provision of free early education for children aged two-, three- and four-years-old. There are four members of staff, three of whom hold appropriate qualifications at level 3 and above.

Information about this inspection

Inspector

Emma Dean

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 this into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they intend for the children to learn.
- The inspector observed the quality of education being provided and assessed the impact this has on children's learning.
- The inspector talked to the staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- A telephone meeting was held between the inspector and provider. The inspector looked at relevant documentation and viewed evidence of staff suitability.
- Parents shared their views of the setting 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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