

Inspection of Little Explorers

Future House, 25 Pomona Street, LIVERPOOL L3 5TL

Inspection date:

7 December 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

The quality of education varies. Managers plan and sequence the curriculum to help children build on what they already know and can do as they move up through the nursery. However, for some days every week, they move the pre-school children and staff from their room to share space with the two-year-old children. This is to meet the required staff-to-child ratios and qualification requirements. They do not give enough thought to the impact of these inconsistencies on staff's ability to implement the curriculum. Staff recognise the impact of not having a consistent environment on some children's emotional security. For example, they ensure that they use the pre-school room on days when children with special educational needs and/or disabilities are present. However, leaders do not consider how these changes have an impact on the ability of all the pre-school children to become confident, independent learners.

Despite weaknesses in the organisation, overall children behave well. Children form secure bonds with staff and separate from their parents happily on arrival. Activities, including group music and movement sessions, help children to learn social skills, such as taking turns and following rules. Practice in the baby room is consistent and babies benefit from meaningful interactions with caring staff. As a result, they flourish in their development.

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

- The registered body failed to notify Ofsted of a change to the company's statement of purpose, which is now solely the provision of childcare. Due to this change, Ofsted need to be notified of those who make up the registering body. Also, Ofsted has not been provided with the name of a new nominated individual when the previous one left. It is an offence to not notify Ofsted of such matters. However, since being informed at the inspection, the registered body is taking steps to provide all required information in the correct format, so that vetting can take place.
- Leaders meet regularly. However, they do not check sufficiently on the quality of education in the nursery or on how well the nursery is meeting the statutory requirements. There are no systems in place to challenge and support managers to bring about improvements to the nursery provision. The manager does not allocate sufficient time to observing practice and developing a strategic view of what is happening. Consequently, some requirements are not consistently met.
- Room leaders observe the practice of staff in their rooms. Their observations are beginning to feed into staff's individual supervision meetings with the manager. However, the training identified and arranged for staff is mainly related to safeguarding, for example, child protection, fire safety and medicine administration. Staff do not get the support, training or coaching they need to

improve.

- The key person system is developing well. Staff plan for each child in their key group, so some learning takes place. They focus on developing children's speaking skills and their self-care skills, such as toileting and handwashing. Staff are also steadily improving the way they adapt group activities to better meet the needs of the children taking part. However, they do not focus sufficiently on what children are to learn when planning and resourcing experiences, to help children learn the most from them.
- Parents' views have recently been sought through questionnaires and these are being considered. Staff speak with parents daily and send observations and photos electronically every week. This helps to keep parents informed about children's development so that they can continue to support them at home.
- Children attend from a wide range of cultures with some families living in England on a temporary basis while parents are studying. Staff support children to recognise the similarities and differences between themselves and others. Children make decorations for their room at Eid and have a party. They make cards and create pictures of candles at Hannukah. They dress up at Halloween and look at videos of firework displays and create their own artwork for Bonfire night. Children are well prepared for life in modern Britain.
- Children enjoy good opportunities to be physically active. Babies have ample space to crawl. Staff help babies to develop good hand-to-eye coordination and arm movements in a range of interesting ways. Babies enjoy the sensory feel of cereals, such as cornflakes, bran flakes and rice crispies. They throw balls at a web made of sticky tape. Older children move different parts of their body during action songs.

Safeguarding

The arrangements for safeguarding are effective.

Staff renew their safeguarding training regularly to keep their knowledge refreshed. They have clear procedures to follow if they have concerns about a child's welfare. Information on a wide range of topics is displayed and available for staff and parents to support their health and safety and that of children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure all directors supply information to Ofsted to allow checks to be carried out on their suitability to fulfil the requirements of their roles	28/12/2023

ensure leaders have better oversight of the provision, to improve access to more robust coaching, supervision and training for the manager and staff, helping them to fulfil the responsibilities of their roles, improve their practice and strengthen their teaching skills	28/12/2023
organise space and deploy staff effectively to meet the emotional and learning needs of all children	28/12/2023
ensure staff focus more precisely on what children are to learn when planning and resourcing experiences both routine and planned.	28/12/2023

Setting details

Unique reference number	EY375074
Local authority	Liverpool
Inspection number	10275428
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	60
Number of children on roll	42
Name of registered person	Aigburth Opportunities
Registered person unique reference number	RP528101
Telephone number	0151 708 7868
Date of previous inspection	15 December 2022

Information about this early years setting

Little Explorers registered in 2008. The nursery employs 11 members of childcare staff. Of these, three hold an appropriate early years qualification at level 2 and seven at level 3. The nursery opens from Monday to Friday, from 7.30am until 6pm, all year except for bank holidays and a week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynne Naylor

Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The manager and the inspector completed a learning walk together.
- Two joint observations were carried out by the inspector and the manager.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- Meetings were held with the manager.
- The inspector looked at a sample of the nursery's documents including evidence about 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.

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