

Inspection of Little Explorers Nursery School

SYRCH Centre, Lutman Street, Emsworth, Hampshire PO10 7XQ

Inspection date: 12 December 2023

Overall effectiveness	Good
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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

Not applicable

What is it like to attend this early years setting?

The provision is good

Staff warmly welcome children as they arrive. Those who need some support to start their day receive comforting cuddles, which quickly calms them. Children are eager to explore the day's activities that have been thoughtfully planned by staff. Children's interests are of great importance at this nursery. Staff intertwine these into activities, which sparks children's curiosities and engagement. Subsequently, children sustain interest in their play. Staff know children particularly well, and as such, provide experiences that appropriately challenge their learning. For instance, staff support children to develop their small muscle skills and model the pinching movement of chunky tweezers. They provide gentle encouragement and praise as children keep trying. This supports children to persist, enabling them to develop a can-do attitude. This prepares them for future success.

Staff have high expectations of the children's behaviour. As a result, their behaviour is good. Relationships among children and staff reflect a positive and respectful culture that impacts positively on children's personal social and emotional development. Children benefit from consistent, well-planned routines that help them to understand what is happening next. Those that struggle to understand their own emotions are skilfully supported. Staff use a consistent but personalised approach to meet individual children's needs. Staff positively model interactions with others, providing support when needed, to help children resolve minor conflicts. As a result, children take turns, work together to problem solve and play harmoniously together.

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

- Passionate managers and dedicated staff put the needs of children first. Staff are well supported and able to access a variety of training opportunities to develop their own skillset, which is then cascaded to all staff. This has a positive impact on the quality of teaching that takes place and the outcomes for children. Managers have a clear vision that is understood and shared by all staff
- Staff carefully plan an ambitious, broad, and well-balanced curriculum. This is well sequenced throughout the nursery. They skilfully adapt activities to include all children's capabilities. Staff have high, but appropriate expectations of what they want children to learn. They know what skills they have already learned and what they need to learn next. As a result, children are well prepared for their next stage of learning.
- Staff use information from parents and their own ongoing assessments to personalise children's next steps in their learning. Staff are quick to recognise and respond when children may need additional support. They work closely with parents and other professionals to identify children's needs and provide effective, targeted support. Therefore, all children, including children with special

educational needs and/or disabilities, make the good progress they are capable of.

- Children's independence is promoted well. For instance, they self-select their own cups and bowls for snack and pour their own drinks. Staff teach children some important self-care skills. For instance, they support children to wash their hands after using the toilet or before mealtimes. They gently remind them to use soap to wash away the germs. However, staff do not consistently reinforce good hygiene routines at other times, such as during messy activities. This does not fully support children to understand how to keep themselves healthy.
- Staff have a strong focus on communication and language. They provide opportunities for children to learn new words such as 'squeeze' and 'peel'. Older children are imaginative and hold their own back and forth conversations. Children gather to sing songs at group time, and excitedly join in with familiar phrases and actions. Staff engage in meaningful conversations with children that enthuse them. They ask open questions to provoke children's thinking, giving them time to pause, think and respond. As a result, children are confident communicators.
- Parental partnerships are an integral part of this nursery. Staff strive to be a fundamental support within the local community. They recognise all families are unique, providing tailored support and advice when needed. Staff also provide opportunities for children to be a part of the local community. For example, they visit local shops, the farm and nearby woodland areas. Parents speak highly of the nursery. They report their children make good progress and 'blossom' in self-confidence. However, staff do not make sure that all parents receive specific information about how to continue their children's learning at home. This does not fully support parents to be involved in extending their child's learning or ensure a consistent approach.
- Children have plentiful opportunities to practise their physical skills. They benefit from space to run, balance, negotiate space safely and access a various trikes and bicycles to ride. This develops children's core muscle skills. Children thoroughly enjoy more focused activities, such as mark making with chunky chalks and completing puzzles. This helps them develop the coordination and muscle control they need for early writing.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a secure understanding of their safeguarding responsibilities. Managers effectively monitor staff's knowledge of safeguarding and ensure training needs are kept up to date. Staff demonstrate a clear understanding of what to do if they are concerned about a child, including how to report to local safeguarding partners. They are aware of the procedure to follow in the event of an allegation against a staff member. The setting has robust safer recruitment processes in place, ensuring the suitability of staff who work with children. Children are well supervised. Effective risk assessment is in place to ensure safety of the premises and activities undertaken, including visits into the local community.

What does the setting need to do to improve?

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

- strengthen hygiene practices so they are consistently embedded to promote the good hygiene of all children at all times
- strengthen information shared with parents so they can continue children's learning at home.

Setting details

Unique reference number	2649224
Local authority	Hampshire
Inspection number	10308675
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	36
Name of registered person	Little Explorers Nursery School Partnership
Registered person unique reference number	2649223
Telephone number	07776320608
Date of previous inspection	Not applicable

Information about this early years setting

Little Explorers Nursery School registered in 2021. It operates from the SYRCH Community Centre in Emsworth, Hampshire. The nursery school is open term time only, from 8.30am to 2.30pm on Mondays, Wednesdays and Thursdays, and from 8.30am to 1.30pm on Tuesdays and Fridays. The setting receives funding to provide free early education to two-, three- and four-year-old children. There are 9 staff, of whom 6 hold an approved early years qualification at level 3 or above.

Information about this inspection

Inspector
Natalie Moir

Inspection activities

- This was the first routine inspection the nursery 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 managers, and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Children communicated with the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The manager carried out a joint observation of group activities with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the provision 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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