

# Inspection of Early Explorers Day Nursery

Star Education Centre, 116 Hyde Road, Manchester M12 5AR

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Inspection date: 6 February 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happy and excited for their day at nursery, welcomed by the kind and nurturing staff team. New children settle quickly and seek comfort from their trusted adults. Staff help children learn the language of emotion. They help children learn to recognise how they are feeling, how to express those feelings, and to develop ways to regulate their emotions. As a result, children have a good insight into how they feel, how their actions effect others, and how to safely express their emotions.

Leaders have strengthened the curriculum for communication and language, ensuring that children are promptly referred for support where required, once baseline assessments are made. Staff are well trained to provide children with a strong curriculum focussed on songs, stories, discussions, and questions. Language is modelled well, helping children to pronounce new words correctly, and broaden their vocabulary. This helps ensure that any gaps children may have are rapidly closed and that they have strong progress.

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

- The manager has taken effective action to ensure that the areas for improvement from the previous inspection have been addressed. Rigorous oversight and detailed operation planning by leaders ensures that staff are well deployed. This meets the needs of all children, especially those with special educational needs and/or disabilities (SEND). Children with SEND receive close support from members of staff with the appropriate training and skills. In addition, leaders have taken effective action to ensure that additional funding is applied for. This ensures that children have the tailored resources needed, and receive effective interventions from staff to make good progress.
- Leaders have worked hard to ensure that the staff team understand the curriculum for all children. The manager's clear vision is well embedded. Staff have received extensive and ongoing in-house training, alongside supportive development from mentoring and coaching. As a result the focus on communication and language and social and emotional development is delivered to a consistently high standard.
- Staff deliver formally planned and taught activities where children develop new skills. Such as the ability to mark make with purpose to develop good pencil control for later writing. All children are well engaged and focussed on their learning opportunities. Staff and leaders have ensured that the exciting curriculum helps children develop positive attitudes to learning.
- Overall the quality of education is strong and all children make good progress from their starting points. However, at times, the curriculum is not as challenging for the most able. While these children remain well engaged in their learning,

and develop new skills, leaders are aware that this is the next target for improvement in the nursery.

- Staff teach children about culturally significant festivals and celebrations throughout the year. This helps children learn about similarities and differences and gives them an initial understanding about life in modern Britain. However, leaders are yet to enhance this aspect of the curriculum to truly celebrate the specific and unique aspects of each child's own cultural heritage. This in turn will give real purpose to children's learning with true meaning about their friends, their own families, and the immediate community.
- Staff ensure that children's independence is well supported along side a focus on being healthy. Children learn about the importance of good oral health and healthy eating. Staff teach them which foods are good for them by, for example, making mini pizzas with lots of healthy fresh ingredients. Staff also help children to brush their teeth each day. Children help tidy away after play, taking responsibility for their environment. Staff give the children the time they need to become skilled at putting on their own coats before outdoor play, washing hands before meals, and support them in toilet training. These are all key independence skills to prepare them for the eventual move to school.
- Parents talk with passion about the exceptional support the setting provide for children with SEND. They praise the partnership working with other agencies and the support they as parents receive. They talk about the progress their children make and how this is supported by lots of ideas to extend learning to home. Parents comment that children make notable progress in their communication and language skills and in their social and emotional skills. This endorses the manager's focus for the nursery curriculum.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- further enhance the curriculum to celebrate children's individual culture and heritage
- strengthen the curriculum so that all children are consistently challenged.

## Setting details

<b>Unique reference number</b>	EY482485
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10286785
<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 3
<b>Total number of places</b>	56
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Summit Education Society Ltd
<b>Registered person unique reference number</b>	RP534060
<b>Telephone number</b>	0161 222 0557
<b>Date of previous inspection</b>	16 March 2023

## Information about this early years setting

Early Explorers Day Nursery registered in 2014. The nursery employs 8 members of childcare staff. Of these, 7 hold an appropriate early years qualification at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Richard Sutcliffe

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- Staff spoke to 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 inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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