

# Inspection of Curious Explorers Day Care and Pre-school

Curious Explorers, St. Cross Road, FARNHAM, Surrey GU9 7JZ

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Inspection date: 1 March 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are warmly welcomed by staff, who are genuinely happy to see them. They settle quickly in their environment and are happy to be there. Staff have built strong relationships with the children and their parents. The youngest children are lovingly cared for by staff, who share sensitive interactions with them. They are content, and their personal, social, and emotional development is supported well.

Staff give children clear directions, which helps them to understand what is expected of them. Children are kind, respectful and listen intently to what staff say. For instance, staff play games with children before lunchtime. Children enjoy this time and wait patiently for their turn in the game. Staff are clear when they explain the game has finished and ask the children what they need to do next. Children demonstrate their understanding by leaving the area to wash their hands and wait at the table for their meal. Staff role model good manners and are polite. Transitions within the routine are smooth and offer a calm environment for children to eat their meals.

Staff share children's joy as they play outside in the fresh, crisp air. Children experiment with moving their bodies in a range of different ways. Staff support this by encouraging them to run around and play football and games together. They set challenges for children and give guidance and support. For example, staff supervise children as they explore walking on stilts. They place stepping stones at appropriate distances for children to skilfully jump and balance. Staff share children's delight when they achieve an intended goal. Children are developing good physical development skills and are learning to persevere, even when challenges occur.

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

- Managers have a clear understanding of what they want children to learn at each age and stage of development. As part of the curriculum, staff support children to become independent in their self-care skills, such as feeding themselves and putting on their coats. The curriculum is well sequenced to encourage children to build on their skills as they transition into the next room and, eventually, school. Children are appropriately challenged. They are confident and develop at a good pace.
- Children with special educational needs and/or disabilities (SEND) are supported well. The special educational needs coordinator (SENCo) works closely with staff and parents to put tailored plans in place with specific goals for children to achieve. Staff adapt the environment and activities to support the children's needs and abilities. They work collaboratively with each other, parents and other professionals to help children make progress in line with their abilities.

- Staff share lovely interactions with children and support them to understand conversational cues. Children are sociable and learn new words. This supports their communication and language. The staff understand what it is they are teaching the children and why. However, on occasion, they do not recognise opportunities to extend children's learning more fully and help them build on what they have already learned. For example, at times they ask children to do something, such as to blow their food, or to drink their water, without giving any explanation about why this is important.
- Managers are passionate about their roles and fully understand their responsibilities. They are reflective and evaluate the provision and make continual improvements where necessary. Staff are committed and report that managers encourage them and support their well-being. They feel appreciated and valued for the work they do. Staff have regular opportunities to discuss their key children and their professional growth within the company. This has a positive impact on the quality of care and education that children receive.
- Staff carry out regular risk assessments to ensure the children are safe. They consider potential risks and will minimise or reduce these to keep the children safe. Staff are confident when explaining the fire evacuation processes that are in place to ensure all children exit the building as safely and quickly as possible.
- Partnership working with parents is a strength of the nursery. Parents' views and opinions are valued, and staff use information to enhance practice and learning for the children. Staff strengthen the continuity of learning by sharing ideas with parents on how they can support the children's learning at home. This enables children to develop their skills further and builds confidence in intended areas of development. Parents express that staff know their children well, and they say that the information they share is accurate and in line with what they see at home. They express their gratitude for the care and individual support that their children receive.

## 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:**

- strengthen staff's skills in recognising and making use of opportunities that arise, to extend children's learning further.

## Setting details

<b>Unique reference number</b>	EY489843
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10333491
<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 5
<b>Total number of places</b>	67
<b>Number of children on roll</b>	96
<b>Name of registered person</b>	Curious Explorers Ltd
<b>Registered person unique reference number</b>	RP534643
<b>Telephone number</b>	(01252) 718 871
<b>Date of previous inspection</b>	31 July 2019

## Information about this early years setting

Curious Explorers Day Care and Pre-school is a nursery located in Farnham, Surrey. It is open each weekday, from 7am to 6pm. The nursery employs 19 members of staff. Of these, two members of staff hold qualified teacher status, nine have an appropriate qualification at level 3, and three are qualified at level 2. The nursery receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Kelley Ellis

## 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 provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector carried out joint observations of group activities with the manager.
- 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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