

Inspection of Explorers PreSchool

St Nicholas CE Primary School, Ash Walk, Henstridge, Somerset BA8 0QD

Inspection date:

1 March 2024

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

Good

What is it like to attend this early years setting?

The provision requires improvement

This friendly village pre-school has undergone a lot of change since the beginning of the year. The environment has been transformed, and the manager and most staff are new. They have been working together to develop an action plan, but the implementation of this is in its early stages, and there are areas that still require improvement. These include identifying children's next steps and planning an ambitious curriculum that takes account of these and helps children make good progress. They also include monitoring staff practice in order to improve the quality of teaching.

Staff have gotten to know the children and gained their trust. The children settle quickly and evidently feel secure. Young children confidently approach staff for a quick cuddle before heading off to choose what they want to do next. Children are busy and engaged. They enjoy making models from building blocks, using toothbrushes to paint with and riding tricycles outdoors. Staff give consistent messages about the expectations for children's behaviour. They remind them of the golden rules and use a sand timer to help them wait for their turn. They praise them to boost their self-esteem.

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

- The new manager and staff have accurately identified areas that require improvement and are working closely together to develop the provision further. The close-knit team is keen to improve, and everyone has the opportunity to contribute their ideas.
- The manager and staff have been spending time getting to know the children and are now in the early stages of identifying and planning for what they need to do next. They describe some key next steps for individual children but are unable to expand on these. They are not, therefore, able to fully tailor learning opportunities to each child's needs. They do plan some learning experiences, but these are based on themes rather than on a carefully considered and ambitious curriculum that covers all areas of their development.
- The manager does not currently monitor staff practice effectively to identify training needs and improve the quality of teaching. Not all staff have experience or qualifications, and they do not consistently support and extend children's learning. However, they interact well with children and use encouragement and praise to boost their self-esteem. They acknowledge children's achievements, such as painting within the lines and joining in with action songs.
- Children are developing independence skills. They put on their own coats and take themselves off to the toilet. Children enjoy exploring the attractive and enabling environment. They confidently move around the pre-school and make independent choices about what to do from the varied range of resources. For

example, they particularly enjoy using the outdoor play area, where they explore sand and race around a path on scooters and tricycles.

- Staff place a strong emphasis on good manners, and children respond positively to this, remembering to say 'please' and 'thank you' at snack time for example. They are learning to share and take turns and to express their emotions. For example, there is a feelings board with a mirror where children can look at themselves and identify their facial expression.
- Staff do not fully support children's emerging communication skills. They engage them in conversation as they play, but they do not always give them sufficient time to think and respond or model the correct pronunciation of words when children mispronounce them. Staff do not provide sufficient support for young children to give up using dummies to enable them to communicate more easily.
- There are limited opportunities for children to find out about the local community and the wider world around them. The manager has identified this in the action plan and wants to extend the resources to help children learn about other ways of life. Staff are aware of the children's diverse backgrounds but do not currently have sufficient measures in place to acknowledge and celebrate these.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that leaders and staff understand what children need to learn next, and plan an ambitious and varied curriculum to help them make good progress	31/05/2024
monitor staff practice to identify coaching and training needs in order to improve the quality of teaching.	31/05/2024

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

- provide further support for children's emerging communication skills, with

particular regard to discouraging the use of dummies, giving children time to think and respond and modelling accurate language

- take steps to acknowledge the diversity of the children attending to help them feel valued, and help all children learn about their community and other ways of life.

Setting details

Unique reference number	EY253578
Local authority	Somerset
Inspection number	10317399
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	2 to 4
Total number of places	16
Number of children on roll	24
Name of registered person	Explorers Pre-School Committee
Registered person unique reference number	RP910496
Telephone number	07792240804
Date of previous inspection	17 May 2018

Information about this early years setting

Explorers PreSchool registered in 2003 and is situated in Henstridge, Somerset. It opens Monday to Friday, from 8.45am until 3.15pm, during school term time only. The pre-school employs four members of staff. Of these, two hold qualifications at level 3, one holds a qualification at level 2 and one is a level 3 apprentice. The pre-school provides funded early education for children aged two, three and four.

Information about this inspection

Inspector

Catherine Sample

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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