

Inspection of Curious Explorers Nursery and Preschool

45 Grosvenor Place, Margate, Kent CT9 1UW

Inspection date: 4 March 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at this welcoming, friendly and inclusive nursery. They leave their parents and carers with ease and settle quickly to their chosen activities. Staff provide children with an interesting environment that sparks their curiosity. For instance, children eagerly explore sensory activities such as coloured rice. They search for numbers and use their imaginations to pretend to make ice creams for their friends. Children bring resources of their choosing to support their play further, such as farm animals. They have developed warm and trusting relationships with staff. Children show that they feel safe and secure and approach staff when they need support or comfort.

The curriculum is well planned, understood by all staff and meets the needs of the children. The current focus is on children's communication and language, and their personal, social and emotional development. These priorities have been identified as areas that need further support due to the ongoing impact of COVID-19. Staff know the children and their individual needs very well. All children make good progress from their starting points.

Children behave well and show that they know the nursery's rules and expectations. When they forget the rules, such as not to run inside, staff provide gentle reminders, which children respect. Children have formed secure friendships. For instance, they happily engage in imaginative play. Children give each other roles and act out scenarios from home, such as putting babies in buggies and walking them to the shop.

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

- The manager and staff are extremely passionate about the care and education they provide for children and their families. As a team, they regularly meet to discuss the curriculum and each individual child. Staff carefully think about the skills and attributes they would like children to achieve before they move to school. This then feeds into the opportunities and learning experiences they provide. Staff are keen to undertake further training, and they strive to know more in order to support children's learning and development.
- Children with special educational needs and/or disabilities (SEND) are supported very well. The knowledgeable special educational needs coordinator (SENCo) works closely with parents and other professionals to ensure that children quickly bridge any gaps in their development. She works closely with staff to support them in identifying achievable next steps for children. The nursery is very inclusive.
- Partnerships with parents are a strength of the nursery and are well established. Parents are provided with plenty of opportunities to speak to their child's key

person. They are invited in for meetings regarding their child's progress and next steps. Staff understand the importance of sharing information with parents to keep children safe at home. For example, they provide tips and advice on how to protect children when using the internet.

- Overall, staff promote children's language well. Children are developing a love of books and can repeat key words from familiar stories. For example, when reading 'The Very Hungry Caterpillar', children could remember words such as 'cocoon'. Staff further support this by taking children on trips to the library to choose new books of interest. However, during free-play activities, staff do not consistently promote children's language and introduce them to new vocabulary as they play.
- Children develop good independence skills. Staff encourage them to do things for themselves, offering support and guidance when needed. For example, at snack time, children cut up their fruit, pour their drinks, and butter their pancakes. Furthermore, when children have finished painting, staff encourage children to write their name on their work. They help children to identify the first letter of their name and speak about the marks they have made.
- Staff provide children with a variety of experiences to support their physical development. Children relish spending time outside, taking safe risks to balance and jump off objects. Children show great skill at being able to pedal the cars to avoid obstacles. Inside, children show delight at building with large plastic blocks. They make constructions such as towers. Children balance on their toes to make the towers as tall as possible.
- Staff help all children to feel valued. Staff gather information about children's cultures and religions, and they learn key words in children's home languages. For instance, the setting celebrated 'colour day' as part of a Hindu festival. This promotes children's individuality and awareness of the cultural differences in the local community.

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:

- build on strategies to support children's communication and language skills during free-play activities.

Setting details

Unique reference number	EY482492
Local authority	Kent
Inspection number	10321683
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	30
Number of children on roll	14
Name of registered person	Antoniou-Gkikas, Lucia Michelle
Registered person unique reference number	RP907983
Telephone number	07789 071320
Date of previous inspection	20 September 2018

Information about this early years setting

Curious Explorers Nursery and Preschool registered in 2014. It is located in Margate, Kent. The setting is open Monday to Friday, from 9am to 3pm, except for Wednesday, when the setting closes at 12pm. The setting is open term time only. It receives funding to provide free early education for children aged two-, three- and four-years-old. The setting employs four members of staff. Of these, three hold relevant early years qualifications at level 3 and above. This includes one member of staff who holds early years professional status.

Information about this inspection

Inspector
Kelly Southern

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 SENCo spoke to the inspector about how they support children with SEND.
- 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 of a communication and language activity 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.

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 2024