

Inspection of Little Xplorers Day Nursery

288 Kingsbury Road, LONDON NW9 9HA

Inspection date: 21 May 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 thrive in this friendly and relaxed nursery and develop strong relationships with staff. They greet staff with enthusiasm and seek them out when they are upset or overwhelmed. Children thoroughly enjoy singing action songs and playing games with their key person. Parents of children with special educational needs and/or disabilities (SEND), as well as those who speak English as an additional language, are all in agreement when sharing positive examples of the supportive and caring staff. They feel staff have been singularly instrumental in identifying children's needs and arranging the necessary help and support for their families.

Children are safe in the nursery. Staff supervise children carefully. They are alert to any potential dangers. For example, they act swiftly to remind parents and visitors of their policy on the use of mobile phones. Children behave well. They thrive on consistent daily routines. Staff have clear expectations which they remind children of. For example, when staff remind children to 'listen and watch', children do so expectantly, waiting excitedly to see 'What is in the bucket?' They squeal with delight and joy watching, for example, the spinning top, while learning and repeating the words: 'spin, wind and turn'. Children wait patiently for their food while other children serve themselves. Staff are keen for children to make the best possible progress and the curriculum is generally ambitious for all children.

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

- Staff know what they want children to learn. They have a clear focus on communication and language and how they can help children develop their skills further. They have acted on advice from training and the local authority and use a range of strategies, such as pictorial or real objects, to support children's language further, with a particular focus on those who may need additional support. For example, when asked about how they are feeling, the response was: 'Ecstatic!'.
- Staff know their children well and plan a range of experiences to complement their experiences at home. For example, they place a high priority on physical development as some children do not have gardens at home. The setting makes the best use of their park location and provides every opportunity for developing outdoor learning in all the areas of the curriculum. For example, the children investigate minibeasts, plants and trees and learn about their names and habitats. This helps to broaden children's experiences.
- Some aspects of the curriculum for mathematics are not always sufficiently well sequenced to build on what all children know and can do. At times, staff do not identify the skills children need to develop before they can move on to more complex skills. For example, staff plan activities to support recognition of numbers before children have the necessary counting skills.

- Staff give children and parents clear messages about healthy lifestyles. They talk to parents about oral health and daily exercise. They ensure children have plenty of opportunities for physical development and all enjoy 'Busy Feet' and yoga exercises. Children understand when they need to wash their hands and ask to wash hands after playing outside.
- Staff support children's independence well. From an early age, children learn to take off their shoes and coat and put them where they belong. Children serve themselves their meals and drinks and help themselves to cutlery.
- Children with SEND are exceptionally well supported. A knowledgeable and well-trained leader supports staff effectively to identify and plan for children's individual needs. They work confidently with a range of professionals, such as speech and language therapists, and implement the necessary targets into their practice. Staff communicate children's progress confidently with them to ensure targets are meaningful and challenging. This helps children to make good progress from their starting points.
- Staff play alongside children and follow their interests. When children show an interest in the story of 'The Hungry Caterpillar', staff develop this effectively. They help children to raise their own caterpillars, which are then released as butterflies at their graduation ceremony. They talk about how to care for the insects and learn about how to get ready for the next stage of their education. This helps the older children to transition smoothly and there are strong links with the local primary schools that the children will attend.
- Children are well prepared for the world around them. Little Xplorers proudly celebrates its diversity. Children, families and staff are able to share their knowledge and understanding of religious festivals and events, such as Eid, Chinese New Year, Diwali, Black History Month, Christmas and Easter, learning with and from one another. Children know that they have a right to talk, and they have a right to be listened to. All this helps children to recognise and respect difference.
- Senior leaders support staff effectively to develop their roles further. They attend a range of training to extend their skills, with an emphasis on induction for new staff members. Additional support and training is also linked to the apprenticeship scheme. Leaders monitor teaching and learning and identify where staff can improve further.
- Staff communicate effectively with parents. They share information with them when they collect or drop off their children. They share information with parents about how they can support their children at home, including 'fun homework'. Parents value the electronic communication from the nursery. This supports children to make good progress.

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:

- improve the curriculum for mathematics so that there are further opportunities for children to learn number awareness and to have a deep understanding of number composition and concepts.

Setting details

Unique reference number	EY500962
Local authority	Brent
Inspection number	10335178
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	55
Number of children on roll	39
Name of registered person	Little Xplorers Day Nursery Limited
Registered person unique reference number	RP535458
Telephone number	0208 204 3222
Date of previous inspection	6 June 2018

Information about this early years setting

Little Xplorers Day Nursery re-registered in 2016. The nursery is open each weekday from 7.45am to 6pm and operates for 51 weeks per year, excluding public holidays. The provider receives funding to offer free early education for children aged two, three and four years. There are 15 staff. Of whom, one holds a level 5 and eight staff have relevant qualifications at level 2 or 3, plus six staff are studying via the apprenticeship scheme.

Information about this inspection

Inspector

Sandra Teacher

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 showed the inspector around the nursery and explained how she organises her curriculum.
- The inspector observed children playing and learning and evaluated the impact on children's learning.
- Parents, staff and children spoke to the inspector about their experiences with the nursery.
- The manager evaluated an activity with the inspector.
- The inspector looked at a range of documents, including those relating to the suitability of staff.
- The manager talked about how she keeps children safe and how she manages 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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