

Inspection of Explorers Childcare LTD

Harlescott Junior School, Featherbed Lane, SHREWSBURY SY1 4QN

Inspection date: 24 July 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Staff create an extremely safe, secure and happy learning environment, which ensures that every child reaches their full potential as they travel along their unique learning journey. Leaders and staff are passionate about providing an ambitious curriculum for all children. Children are indeed at the heart of the 'Explorers' childcare family, as they play, learn and grow together. They benefit from a broad and personalised curriculum that is tailored to their individual needs and abilities. All children who attend this nursery thrive, they make very rapid progress in their learning and development. Children with special educational needs and/or disabilities (SEND) receive exceptional support. Staff are quick to recognise and act on any concerns to ensure that children receive any early intervention they may need as swiftly as possible. Additional funding is used exceptionally well by leaders to extend children's understanding about the world around them and give them opportunities to visit many places of interest. For instance, staff plan weekly trips to local shops, the library, gymnastics, country parks and care homes, they facilitate diverse learning experiences.

Staff consistently model respectful behaviour and boundaries. They have the highest expectations of children's behaviour. Children follow simple rules and regulate their behaviour, with gentle reminders from staff. They demonstrate exemplary behaviour, manners, and conduct.

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

- Managers and staff plan an ambitious curriculum that meets the needs of all children. They expertly adapt the curriculum to meet the needs of each child. Staff sequence the curriculum well and develop it from children's needs and interests. Planned and spontaneous interactions from staff contribute to the delivery of the curriculum intentions.
- The curriculum provides children with a rich and diverse range of learning experiences based on themes. For example, children enjoy a visit to local places of worship to learn about glass window designs, tapestries and paintings. Staff skilfully embed mathematical learning as they discuss size, shape, time and structures with children. Additionally, to broaden children's experiences and scaffold their awareness of transport, children visit the local train station with their friends.
- Staff support children's personal development within the nursery and high priority is given to children's voices. For example, children's voices are represented throughout the displays in the nursery. Staff skilfully develop children's confidence and self-esteem as they engage them in discussions about the things that are important to them. Daily reflection meetings allow children to discuss their day with their friends, the highlights and how it has made them

feel. Staff use this information to inform future planning. Staff respect children's right to choice and empower them by gently asking permission to take them to the toilet, or asking what they would like to do next.

- Children show excellent levels of focus and concentration. There are high expectations for children to build on what they know and develop their ideas and vocabulary, with support from skilled staff. Children learn from every opportunity they have and are excited to try new things. They persevere and support each other when difficulty occurs. For example, older children recognise when younger children need support. They collect larger containers to cascade a faster flow of water down the tubes to make their boats travel quicker to the bottom. Children's laughter and excited chatter can be heard in the garden as they play, while inside they calmly interact with staff and each other.
- Leaders and staff have built superb partnerships with the host school children will attend. For example, teachers visit the nursery as well and children visit their future school frequently. Children are more than ready for their move to school. For instance, on the day of inspection, children independently dress in a range of school uniforms and proudly tell the inspector which class they will attend in September and the name of their teacher.
- Leadership and management at the setting are inspirational and worthy of dissemination to others. They have a clear ambition to identify and prioritise improvements. For instance, they regularly complete comprehensive audits to embed a positive learning environment. Staff receive regular supervision sessions that focus on professional development and well-being. This creates a culture of continuing improvement that reinforces the consistency of a high-quality provision. Staff skills are recognised and used effectively. They talk passionately about the setting and their role. They feel incredibly happy and valued by the leaders and managers.
- Partnership with parents is excellent. Parents speak extremely highly of the support they have received from the setting, not just for their children but for the whole family. Relationships between staff and parents are superb. For example, staff signpost parents to useful websites and external professionals, or offer to take them to local support centres to help them the best they can. During the inspection, parents stated in written comments, 'The manager and her team go above and beyond to support parents and children.'

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	2680225
Local authority	Shropshire
Inspection number	10348780
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 11
Total number of places	80
Number of children on roll	195
Name of registered person	Explorers Childcare Ltd
Registered person unique reference number	RP536757
Telephone number	07968173974
Date of previous inspection	Not applicable

Information about this early years setting

Explorers Childcare LTD registered in 2022. The nursery employs 14 members of childcare staff. Of these, eleven hold appropriate early years qualifications at level 3 and one at level 2. The manager of the setting holds an appropriate qualification at level 5. The nursery operates all year round. Sessions are available Monday to Friday, from 7.30 am until 6 pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Beverley Devlin

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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector about children's learning and development, with a particular focus on individual children's progress and their next steps.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- 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 observed the interactions between staff and children.
- The manager carried out a joint observation with the inspector.

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