

Inspection of The Organic Explorers

The Sixth Form College Solihull, Widney Manor Road, Solihull B91 3WR

Inspection date: 4 November 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff in the pre-school room have a deep knowledge of the children's interests and next steps in learning. They use this information exceptionally well to provide a wealth of experiences that engage children and help them to make excellent progress. They have the highest expectations for all children, who flourish in this inclusive environment. For example, children are clearly inspired and work extremely well together as they paint a box and create a monster. Children skilfully use scissors and adhesive tape, and they are supported by staff to discuss their ideas.

The remaining staff across the nursery plan motivating learning experiences with clear learning intentions. These are linked to children's interests to help them to make good progress over time. For example, staff in the baby room gently encourage babies to use their senses to explore the cornflour and food ingredients. Babies show high levels of engagement and enjoy the back-and-forth interactions with staff. Equally, children in the toddler room are intrigued by the activities on offer. For example, staff help children to explore the lentils and paint. They describe the sounds the staff make with various items, such as a brush, as they think about the fireworks they heard over the weekend. All staff build close relationships with their assigned key children and prioritise supporting their emotional well-being. For example, children have access to sensory relaxation areas in their rooms and outdoors, which are used to help them regulate their emotions.

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

- The management team ensures staff deliver a curriculum that is centred on children's interests and gives them the freedom to play and be imaginative. This flexible curriculum also incorporates the book of the week, which staff use successfully to plan activities and inspire children to learn. Staff in the pre-school room are exceptionally skilled in providing a sense of awe and wonder through the activities they provide. This helps to ignite children's curiosity and promote their learning across all areas.
- Staff work closely with parents to swiftly identify any children who may need additional intervention, including those with special educational needs and/or disabilities. For example, staff in the pre-school room have a deep knowledge of children's unique personalities and needs, and inclusiveness is at the centre of their practice. Any additional funding received for children is used wisely to provide additional staff to help keep children safe and promote their education.
- There is a strong commitment to valuing parents and including them in their children's learning. Parents are extremely complimentary about the nursery. They are impressed by the nurturing approach adopted by staff and the level of information they receive about their children's progress. They value the support

and ideas they receive on how to extend their children's learning at home. Staff use a range of creative strategies to strengthen the links between home and nursery. For example, the lending library is popular with parents, and children are eager to take the travelling bear home, which promotes discussion when it is returned.

- The programme for understanding the world is strong. The forest school area and allotment are used well by staff to help children learn about living things, life cycles and the changing seasons. Staff plan opportunities for children to learn about their local community, such as regularly visiting the elderly residential home and through visits from the uniformed services. There is a clear focus on children learning about their similarities and differences and learning to respect each other. Staff value the various languages spoken at home by children. They work with parents effectively to support any children who speak English as an additional language to make good progress from their starting points.
- The well qualified and knowledgeable leadership team regularly consults with parents and reviews the care and education provided to extend its practice. Staff benefit from regular supervision sessions and training and monitoring, and they are positive about the support they receive. However, the management team does not identify precisely with each member of staff how it can further raise the quality of their teaching to the highest level.
- Staff sensitively interact with children during their play and prioritise promoting children's language during their interactions. For example, staff introduce a rich range of vocabulary and use songs during the daily routine and activities. However, staff in the toddler room do not consistently encourage the least vocal children to increase their confidence and speak during group activities.

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:

- provide incisive professional development opportunities for staff to help raise the quality of teaching to the highest level across the nursery
- support staff in the toddler room to consistently encourage the least vocal children to increase their confidence and speak during group activities.

Setting details

Unique reference number	2700833
Local authority	Solihull
Inspection number	10368135
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	62
Number of children on roll	70
Name of registered person	The Organic Nursery Limited
Registered person unique reference number	2700832
Telephone number	07894544694
Date of previous inspection	Not applicable

Information about this early years setting

The Organic Explorers registered in 2022 and is in Solihull. The nursery opens Monday to Friday, from 7.30am to 6pm, for 50 weeks a year. The nursery provides funded early education for two-, three- and four-year-old children. There are 21 members of staff employed. Of these, 16 hold an appropriate qualification, including one who holds a level 7 qualification.

Information about this inspection

Inspector

Parm Sansoyer

Inspection activities

- The inspector and the manager completed a learning walk together to gather information about the experiences provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector and deputy manager carried out three joint observations.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.
- The inspector took the views of parents into account.

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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