

# Inspection of Explorers Gidea Park

St. Michaels Vicarage, Main Road, ROMFORD RM2 5EL

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Inspection date: 10 December 2024

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

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

The setting is extraordinarily warm and welcoming. Staff provide a caring, inclusive and supportive environment where all children flourish due to the ambitious curriculum in place. Children are very excited to enter the setting in the morning, and happily separate from their parents and carers.

Children's behaviour is exemplary. Staff use a toy with removable body parts to embed the golden rules in the setting. As staff put ears on the toy, children say 'good listening ears'. As they put on his mouth, they say 'kind words' and as they put on his hands, they know this means to use kind hands with their friends. Children use these guiding rules in their interactions with their peers, showing kindness and compassion for others. Children have impeccable manners and use 'please' and 'thank you' without prompting.

The support for children with special educational needs and/or disabilities (SEND) is exceptional. Staff recognise the need for early intervention and referrals. They support parents through this process and work closely with other agencies. Leaders and managers have provided staff with additional training on aspects of SEND, such as autism, so they are able to understand how to support children more fully in the setting.

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

- All staff at the setting know children incredibly well. They accurately monitor children's starting points in development through discussions with parents and their observations. They individually tailor the schedules for children who are settling in to ensure that they feel safe and secure within the new environment before fully starting. Staff put ambitious next steps in learning in place that build on what children need to learn next.
- Leaders and managers are reflective in their practice. They put children's interests at the heart of all decisions that they make. Staff take time to put a routine in place that works for all children. They recognise when things are not working. For example, they adjusted the routine around doing circle time on arrival, as children wanted to explore first. This has had a significant impact on the engagement that children have during their time together on the carpet.
- The curriculum for communication and language is exceptionally well developed. For children who speak English as an additional language, staff use key words in their home languages to help them to feel settled and secure. Staff have lanyards that provide all children, including those with SEND, opportunities to communicate their needs and understand what is happening next. Staff use sign language with all children. Children sign as they sing Christmas songs and to indicate that they would like more food at lunchtime, or are finished.

- The ambitious curriculum for children provides them with an extensive range of experiences and activities that help them to develop a secure understanding of the subject matter that staff are teaching. Children are enthralled as they follow instructions to fill sandwich bags with bicarbonate of soda, tissue and white wine vinegar to make 'exploding snowmen'. They point and gasp in excitement as the bag is sealed and 'magically' begins to inflate. Staff talk to children about what they are seeing and the scientific process that is happening.
- Children are fiercely independent. They understand that they must wash their hands before and after meals to prevent germs from being spread. Children use tools for specific purposes. For example, they use tongs to select which fruits they would like at snack time. Staff are adept at demonstrating skills to children, such as how to use a knife to spread butter onto bread and then providing the time and space for them to master this skill independently. Once snack is finished, children wash their own plates and cutlery and place these on the drying rack.
- Partnerships with parents are exceptional. Parents speak extremely highly of the stable and long-standing staff team. They talk of the dedication and care that staff show to children and their understanding of children's individual needs. Staff regularly welcome parents into the setting to share in activities with their children. Parents feel extremely well informed of their children's learning and development and the next steps in place to support them.

## Safeguarding

The arrangements for safeguarding are effective.

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

## Setting details

<b>Unique reference number</b>	2668787
<b>Local authority</b>	Havering
<b>Inspection number</b>	10363623
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Cook, Richelle
<b>Registered person unique reference number</b>	2515340
<b>Telephone number</b>	07854218146
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Explorers Gidea Park registered in 2022. It is located in the London Borough of Havering. The setting runs part-time sessions from 9am to midday and from midday to 3pm. Full day sessions are also available from 9am until 3pm. The setting is open from Monday to Friday, during term time. There are five members of staff at the setting, including the manager. Of these, three staff hold early years qualifications at level 3. The setting provides government-funded childcare.

## Information about this inspection

### Inspector

Natalie OLeary

## Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator 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 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 inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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