

Little Explorers Nursery and Preschool

Worlds End Pavilion, Janes Lane, BURGESS HILL, West Sussex, RH15 0QJ

Inspection date	06/08/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 Not Applicable
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children show good levels of confidence in their environment and independently select activities so their learning is purposeful and reflects their interests.
- The quality of teaching is good. Staff listen and support children's ideas and interests which allows them to actively learn.
- Children have made good attachments to staff which means they settle quickly and are ready to learn because they feel secure.
- Staff have a good and thorough understanding of safeguarding and child protection procedures which helps them to ensure they keep children safe.

It is not yet outstanding because

- Staff do not consistently maximise opportunities for children to develop independence.
- Behaviour management techniques are at times too complex for children to understand which limits their impact on children's personal development and well-being.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed staff and children during activities in the indoor and outdoor environment.
- The inspector spoke to staff about safeguarding, behaviour management and accident procedures.
- The inspector spoke to parents and gained feedback about the setting and staff.
- The inspector sampled the setting's policies and procedures.

Inspector

Hannah Barter

Full report

Information about the setting

Little Explorers Nursery and Preschool registered in 2014. The nursery operates from Worlds End Pavilion, in Burgess Hill, West Sussex. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The premises consist of a hall and outdoor play facilities. Children attend sessions each weekday from 7.30am to 5.30pm for 51 weeks of the year excluding bank holidays. The nursery supports children with special educational needs and/or disabilities. There are currently five members of staff, which includes four permanent and one bank staff. One member of staff holds a foundation degree in early childhood education, three hold a recognised childcare qualification at levels 2 and 3 and one member of staff is unqualified.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop opportunities for children to gain more independence, for example at snack and mealtimes by pouring their own cereal
- review procedures for managing children's negative behaviour to make them more easily understood by the children to support their well-being.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The quality of teaching is good. Staff have a secure knowledge of the learning and development requirements of the Early Years Foundation Stage. They plan children's next steps appropriately which results in all children making good progress in their learning and development. The environment both indoors and outdoors is inviting to children. Areas were set up with different activities such as colour sorting blocks and art and craft materials which encouraged children to actively explore. In the outdoor space, children had the opportunity to ride on bicycles and cars. They negotiated their space well and moved around obstacles, developing good physical and spatial awareness skills. Other children chose to use large chalks and make marks on the pavement. Staff asked children what they were drawing and what colours they were using. This develops children's critical thinking skills, as well as their early writing skills and language development. Staff take the time to listen to children and what they want to do. Although there is focused planning in place, the majority of activities come from the children's ideas so they are purposeful and capture their interests. For example, children showed an interest in dressing up as fire fighters. They discussed what was needed to put out a fire and warned people to stay away from it. The staff extended the activity by setting up the small world fire station

which children then incorporated into their imaginative play. Children used a bench and pretended it was their fire engine. Staff skilfully asked children what they could use as a steering wheel. This encouraged children to think critically and use their imagination during play.

Staff observe and assess children's learning effectively. They identify children's starting points through conversations with the children's parents before entry at the setting. This helps staff to gain a good understanding of children's capabilities on entry, enabling them to plan their next steps effectively. Parents also complete All About Me forms to highlight children's interests. Staff use these interests as a starting point for individual planning. Staff complete the progress check for two-year-olds and share these with parents. Each child has a learning journey which contains photographs, observations and progress summaries, showing how well children are developing in readiness for school. The staff complete progress summaries every three to four months and make comments on children's next steps. They then track children's progress to clearly show the development they are making in each area of learning. New next steps are planned and shared with parents. This helps to create a positive relationship with parents and ensures they are involved in their children's learning and development.

Children develop confident communication and language skills. Staff use key words with younger children and encourage repetition to develop their language. Staff focus on children's interests and use these as an opportunity to develop knowledge of language. For example, children showed an interest in tractors. Staff found a book about tractors and other farm related machinery and read it to the children. Children learnt new words such as combine harvester and staff explained what they are used for. Staff further extended the activity by asking children if they would like to make their own field. Children used large pieces of paper to make their field and then drove their tractors along it. Staff skilfully developed children's critical thinking skills by asking questions such as 'what colour do you think the field should be?' and 'are there flowers in your field?' During art and craft activities, children show good control when using pens and pencils and some older children successfully write letters of the alphabet. Overall children show that they have the key skills needed for their next steps in learning and where applicable, moving on to school.

The contribution of the early years provision to the well-being of children

Children arrive happily and separate well from their parents. Staff welcome children with enthusiasm and offer cuddles to support each child to feel emotionally secure. They ask children what they would like to do and encourage them to say goodbye to their parents. The key-person system works well, however children have a solid relationship with all staff members and will confidently approach any one of the staff for help or support if needed. These close relationships allow children to feel safe and secure while at the setting and gives them the opportunity to explore their environment with confidence. Staff are deployed well within the environment and supervise children closely so they remain safe. Children are encouraged to manage their own risks during play. For example, they used a climbing frame and slide where staff reminded them to watch what they were doing with

their feet so they did not fall off.

Children's independence is encouraged during most activities as staff are led by the children's interests and build on their learning appropriately. However, the staff do not consistently encourage children to do things for themselves during snack and mealtimes to develop their independence and self-help skills. Children's individual routines are well met. Staff have an excellent knowledge of children's routines and are fully aware of their needs. For example, staff quickly recognised when a younger child was tired and settled them into the cosy corner with milk and their comforter before settling them down into their cot for their sleep.

Generally children behave well and understand the expectations that staff have of them. For example, a group of children began running around the room. Staff asked the children where they are allowed to run and they all replied 'outside'. This is all that was needed for children to then act appropriately in the indoor environment. However, occasionally staff have unrealistic behaviour expectations of children which they do not understand. For example, staff stated to children that 'you cannot go on the climbing frame for five minutes.' Children of this age do not understand the concept of time and so the strategies used are not effective in teaching children about rules and boundaries. Children play well together and learn to share resources and take turns. Older children show care and consideration to younger children and offer support. For example, during snack time an older child passed a beaker to a younger child commenting 'there you go, here is your drink.'

For the majority of the day, children are able to move freely between the indoor and outdoor environments. This allows children to keep physically healthy as they run around in the outdoor space. Staff promote children's healthy lifestyles well. They remind children to wash their hands after using the toilet and before mealtimes. This ensures that children remain healthy and the risk of cross-contamination is minimal.

The effectiveness of the leadership and management of the early years provision

The management team and staff have a good understanding of the requirements of the Early Years Foundation Stage. Staff work together to plan activities for the children but place high importance on following children's interests. This results in children enjoying activities that are purposeful, relative to their current interests and meet their needs. There are clear and comprehensive policies in place which staff have sound knowledge of. They also share these with parents to ensure they are fully aware of the procedures in place to safeguard their children. All staff have completed safeguarding and child protection training and have a thorough knowledge of what to do if they have concerns about a child's welfare. Over half of the staff team hold a paediatric first-aid certificate and are confident in dealing with accidents and the recording of them if necessary. These practices help staff to protect children's health and welfare.

Staff complete in-depth risk assessments on a daily basis before children arrive. This helps

the staff to minimise risks to children in the indoor and outdoor environments. Visitors are required to show identification on arrival and to sign in and out of the visitors' log. Robust recruitment procedures are in place to ensure the suitability of all staff. New staff also undergo an induction programme with a member of management to ensure they are fully aware of what is expected from them. This highlights that the setting places high importance on the safety and well-being of the children. The management and staff work collaboratively to identify any training needs arising from their practice to help them develop their skills and improve the quality of the provision.

The management team and staff have good relationships with parents. Parents speak highly of the staff and the learning opportunities that are provided for their children. They commented on how happy their children are and are pleased with the progress they have made. Staff speak to parents on a daily basis and share information about their children's development through written summaries. The management team ask parents to complete questionnaires every half term and the provider uses these to improve the setting. For example, parents asked if assessment summaries could also be shared with grandparents to extend their partnership working. The manager provided the parents with another copy so they could share it. Parents also receive half-termly newsletters which provides them with information of forthcoming events to ensure they feel included in their child's learning and development.

The provider has recently completed the self-evaluation form and as well as highlighting the strengths of the setting has also clearly identified areas she wishes to improve. For example expanding technology resources to increase children's understanding of the world. This shows the commitment to continuously develop the setting and provide better outcomes for children. All children are making good steady progress towards the early learning goals. Staff have spoken with local schools that children will be attending and have provided written summaries on the children's levels of development. The management team understand the importance of working in partnership with other early years settings. They have systems in place to do so if and when this needs to happen, to support individual children collaboratively.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY475782
Local authority	West Sussex
Inspection number	957359
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	1 - 8
Total number of places	25
Number of children on roll	28
Name of provider	Clare Selena Elisabeth Peacock
Date of previous inspection	not applicable
Telephone number	07771638660

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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