

# Little Explorers Nurseries

Inspection report for early years provision

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<b>Unique reference number</b>	EY430706
<b>Inspection date</b>	06/02/2012
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<b>Type of setting</b>	Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Little Explorers Day Nursery was registered in 2011. It operates from a former Victorian school house in the village of Kirton, Lincolnshire. The nursery serves the local area and beyond. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery is open Monday to Friday all year round, except for bank holidays and Christmas week. Opening hours are from 7am until 6.30pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 100 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 28 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs four members of child care staff. Of these, all hold appropriate early years qualifications. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well provided for by caring and attentive staff who value each child as individuals. They make good progress in their learning and development through participating in a varied range of activities and experiences which interests them. Effective procedures for observing and assessing children's progress are in place and plans of activities are based on children's interests. Positive relationships with parents have formed, which is beneficial in meeting children's individual needs. Effective procedures are in place for self-evaluation and all staff demonstrate a firm commitment to improving and continuously developing the provision.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review the daily risk assessment to ensure it covers everything a child may come into contact with. This is with regard to ongoing monitoring of radiator temperatures and use of stand alone heaters.

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

Children are well safeguarded by responsible adults who enable them to feel safe and secure in their environment. Robust procedures are in place to ensure staff's suitability to work with children and criminal record bureau checks are in place. There is a designated safeguarding officer and staff are clear in their responsibilities to protect children. A thorough induction programme for all new staff, which includes information on child protection, ensures they are familiar with the company's policies and procedures. Comprehensive annual risk assessments and daily check lists are in place. However, the regular monitoring of the temperature of the radiators throughout the nursery are not included as part of the checks and on the day of the inspection these were found to be too hot, as were some stand alone heaters. The premises are secure and there are effective procedures for emergency evacuation, which is regularly practised. Thorough details are obtained about each child to support their welfare and signed consents are obtained to ensure children are cared for according to their parents' wishes. All records are kept secure and confidential.

Staff have worked hard in the short time the nursery has been open to create an environment that motivates and stimulates children. Rooms are bright and welcoming, with children's work art displayed to give them a sense of belonging. Children move freely between adjoining rooms, choosing the type of activity they wish to participate in, as each room offers something different. They independently access resources, such as, the paint easel to create their pictures, including very young children. Children spend time in the large garden on a daily basis for fresh air and exercise. Staff have a positive attitude and approach towards diversity and this is reflected in the variety of resources and festivals celebrated. Systems are in place to support children who speak English as an additional language, including labelling in the languages that reflect the children attending.

Parents are made to feel very welcome in the nursery and receive clear information about their child's day at collection time, both verbally and through daily diaries. Parents are aware of their child's 'special books' and can freely access them at any time. They spend time in the nursery at events, such as, Christmas and children in need parties. Parents comment positively about the nursery and the friendly staff. The nursery exchanges information about children when they attend other settings to ensure effective continuity and progression. The management team work closely together to monitor and evaluate the provision and effective systems for self-evaluation are in place. There is clear vision for the future and identified areas for improvement, such as, developing the outdoor area, will improve outcomes for children. Staff are motivated to attend professional training which enhances their current knowledge and skills.

## **The quality and standards of the early years provision and outcomes for children**

Children clearly enjoy their time in the nursery and are well looked after by caring and attentive staff. Close relationships have formed, where staff and children are well respected by each other. For example, children demonstrate beautiful manners at the lunch table, when requiring assistance from a staff member. Children are supported well in their chosen activities and are developing good self-esteem because staff are attentive and interested in what they have to say. Routine activities, such as, lunch time are used positively as a social time for adults and children to chat about their day and home life. Babies receive cuddles and reassurance so they make meaningful relationships with the adults that care for them. They follow their own individual routines for rest times and feeding so they are settled and content.

Staff have a good understanding of the Early Years Foundation Stage and recognise the importance of children learning through play and first hand experiences. They plan and offer a broad variety of play and learning experiences based on children's interests and development needs. Next steps are identified and incorporated effectively into focussed activity sheets. Staff regularly observe children and keep a record of their progress in their special books. Children of all ages demonstrate good levels of independence. For example, they self-serve their lunch and freely access tissues to blow their own nose. Children's behaviour is good and staff use a consistent approach, offering children clear explanations and reasonable boundaries. Children show kindness and consideration for their peers, happily sharing their play dough with their friends and enjoy helping adults, for example, handing out the clean flannels after lunch.

Counting is introduced naturally in activities and children experience simple calculation through singing songs, such as, three little ducks. Children have good opportunities to recognise their name, for example, on name cards and individual drawers. Books are readily available and children enjoy listening to familiar stories both as a group and on an individual basis. Children have regular opportunities to explore a broad variety of media and textures, such as, play dough, sand and paint. They use their senses as they take part in a 'smelling' activity and touch the lumps of ice that have formed outside. Children enjoy spending time outside, enjoying the recent snowfall to make tracks in the snow with their bikes and scooters. Children go for walks in the local vicinity and visit the park to extend their opportunities to develop their large physical skills.

Children's welfare is effectively promoted. Children benefit from varied and interesting meals that are freshly prepared on site and promote a healthy diet. They are cared for in a clean environment and older children are encouraged to maintain their own personal hygiene. The majority of staff hold current first aid qualifications and documentation regarding children's health is appropriately maintained. Children feel safe and secure in the setting and this is demonstrated through their happy and confident disposition.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met