

Little Explorers Eccles

Brighthouse, Bright Road, Manchester M30 0WG



Inspection date	12 April 2019
Previous inspection date	12 October 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager's motto of 'you are only as good as your team' absolutely captures what is so special about this good-quality nursery. Her visionary leadership and high expectations have been instrumental in securing rapid improvements since the last Ofsted inspection. All aspects of this nursery are now good and the manager aspires to be outstanding.
- Children thoroughly enjoy their time at this fun and vibrant nursery. Their laughter permeates throughout and everywhere you look they are immersed in deep play. Overall, children behave well and develop secure friendships.
- Staff are skilled in supporting children's communication and language development. Recent training has been instrumental in raising outcomes in the early acquisition of speaking. Staff ask children challenging questions and listen to them with genuine interest. Children are competent communicators who use a wide range of vocabulary.
- Staff have recreated the outdoor area into an oasis of fun and physical challenge. Children relish opportunities to climb, balance and jump. They develop new reasoning skills, while learning how to manoeuvre tricycles around obstacles. Children show good levels of physical endurance and perseverance.
- The highly experienced and dedicated special educational needs coordinator goes above and beyond to ensure barriers to learning are removed. She liaises with external agencies and puts timely interventions in place. Consequently, gaps in learning quickly diminish and all children make good progress.
- The organisation of lunchtime routines for older children are too long. Children become disengaged and begin to show unwanted behaviour.
- Staff do not provide further opportunities to promote children's good understanding of recognising numbers and counting during their play and learning.

What the setting needs to do to improve further

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

- refine the organisation of lunchtime routines for older children, to ensure they are not waiting too long after they have finished eating
- provide more opportunities for children to further develop their counting and number recognition skills during their play and learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning. He also conducted a tour of the nursery with the manager.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and deputy manager. He looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector held a meeting with a representative from the local authority.

Inspector

Luke Heaney

Inspection findings

Effectiveness of leadership and management is good

Strong leadership at all levels is a hallmark of this nursery. The manager has a very detailed understanding of the nursery's strengths and areas for development. Her evaluation of the nursery's performance is precise and action plans are carefully focused. Consequently, the nursery has built on its successes since the last inspection. Safeguarding is effective. Staff have a good understanding of the signs of possible abuse and neglect. They know the referral procedure and understand the steps to take if they have a concern about the conduct of a colleague. Staff receive good levels of support during supervisory sessions and appraisal meetings. Challenging targets are set and are monitored with rigour. Staff attend a variety of training programmes and share best practice with each other. Partnership working is strong. Parents are kept well informed about their children's developmental progress and receive regular newsletters.

Quality of teaching, learning and assessment is good

Good teaching and personalised learning experiences help all children to make good progress. Staff use their good knowledge of child development to plan an exciting and innovative curriculum. Newly introduced observation, assessment and planning arrangements are having a positive impact on outcomes for children. Staff quickly identify gaps in learning and put the relevant support in place. Children make good gains towards the early learning goals and meet age-related expectations. The support in place for children who speak English as an additional language is good. Early intervention and external professional help mean children quickly gain a good command of English. Older children are fascinated while enacting roles of superheroes and become enthralled while travelling to a 'magical land' in the outdoor classroom. Younger children show good concentration while completing puzzles and giggle with delight while painting. Babies enjoy exploring musical instruments and show good physical dexterity while pulling themselves up onto play equipment outdoors.

Personal development, behaviour and welfare are good

Care practices are good. The key-person system effectively meets the physical and emotional well-being of all children. Children have a strong sense of belonging and settle quickly. Staff provide children with healthy and nutritious foods. Children relish opportunities to take part in tasting a variety of fruits and articulately discuss the nutritional value these add to their bodies. Staff follow stringent hygiene routines and teach children about the importance of oral hygiene. Children manage risks very well during their play and remind one another of safety precautions. For example, older children discuss the importance of not riding bicycles too fast near the sandpit.

Outcomes for children are good

Children of all ages and abilities make good progress. They have a positive disposition towards their learning and are well prepared for their move on to school. Older children show good phonological awareness as they blend and segment challenging words. They attempt to write for different purposes and show good concentration while building a train track. Younger children sing with delight and enjoy playing ring games. Babies clap their hands while exploring water and enjoy looking at picture books.

Setting details

Unique reference number	EY482692
Local authority	Salford
Inspection number	10082409
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	0 - 4
Total number of places	63
Number of children on roll	55
Name of registered person	Explorers Nurseries Limited
Registered person unique reference number	RP904214
Date of previous inspection	12 October 2018
Telephone number	01617078737

Little Explorers Eccles registered in 2014. The nursery employs eight members of childcare staff. Of these, one holds a qualification at level 6, one holds a qualification at level 5, two hold qualifications at level 3 and two at level 2. Two staff members are unqualified. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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