

Little Explorers Pre School

Surestart Cornerstone, Langworthy Centre, Salford M6 5QQ



Inspection date	26 February 2019
Previous inspection date	17 April 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

- Managers and staff have successfully implemented effective changes since the last inspection. The provider has worked closely with the local authority, and precise action plans and rigorous monitoring by the manager have been instrumental in securing rapid improvements.
- Staff provide a welcoming, well-resourced and nurturing learning environment where children increase their independence and self-confidence.
- Staff observe children carefully and assess what they know and can do, and consequently what they need to learn next.
- Partnership working is good. Staff work tirelessly to establish and maintain effective partnerships with parents. Partnership working with other professionals is equally as strong as they praise the staff on the excellent communication, proactive approach and highly effective implementation of all planned targets. As a result, children with special educational needs and/or disabilities (SEND) receive very good support, ensuring that all children make good progress according to their individual abilities.
- Children, including very new two-year-old children, are settled and develop secure emotional attachments to staff. They are familiar with the daily routines and behave well. All children show good levels of confidence and independence as they enjoy trying to do things for themselves.
- On occasions, staff do not always make the most of opportunities to challenge and extend children's learning, to help them make even greater progress.
- Staff's professional development is not yet sharply focused on consistently raising the quality of teaching, to have the most beneficial impact on children's achievements.

What the setting needs to do to improve further

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

- make the most of opportunities that arise to extend and challenge children's learning
- strengthen professional development to further raise the quality of teaching and to promote high levels in children's achievement.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with several parents during the inspection and took account of their views.

Inspector
Suzy Marsh

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff are thoroughly aware of signs that may indicate a child is at risk of harm. The manager ensures that all staff know what to do should they have a concern about the safety of a child or the conduct of a colleague. This helps to promote children's welfare and keep them safe. The manager monitors the progress of individuals and groups of children. This helps staff to identify any gaps in children's progress and implement effective strategies to close those gaps. Overall, the manager supports staff well through formal supervision meetings. She is well organised. All the required records, policies and procedures are readily available on request and implemented well to secure children's health and welfare. Parents comment that they are pleased with the good progress their children make. In addition, they appreciate the genuine support they and their children receive from the attentive staff.

Quality of teaching, learning and assessment is good

Staff use good teaching strategies overall, to support children's communication and language development effectively. They talk with children while playing with them and provide a narrative for them to hear. Furthermore, staff ask thought-provoking questions and give those children, who may not be as confident vocally, time to think and then respond. Staff intuitively know when to engage themselves in children's play and learning. This is seen when staff act as willing customers in children's imaginative play with pretend make-up and brushes.

Personal development, behaviour and welfare are good

Children thoroughly enjoy the opportunity to have fresh air and engage well in physical outdoor play. They have good opportunities to challenge their physical skills. For example, they confidently negotiate different ways to move, and climb and balance on obstacles such as stepping stones. Children show good levels of independence and develop good self-care skills. Staff encourage them to complete tasks for themselves, for example, at snack times and when using the bathroom. Staff are good role models and provide children with clear behavioural expectations. Children behave well and show genuine care towards one another.

Outcomes for children are good

Children make good progress in relation to their individual starting points and capabilities. All children are enthusiastic learners. For example, they develop early writing skills as they eagerly make marks in packets of paint and flour. Younger children use rollers, water and chalk to make patterns on the wall outdoors. They count in sequence and recognise letter sounds. This helps them with early reading and mathematical skills. Children, including those who speak English as an additional language, develop skills for their next steps in learning, such as starting school.

Setting details

Unique reference number	EY493843
Local authority	Salford
Inspection number	10084877
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	25
Name of registered person	Explorers Nurseries Limited
Registered person unique reference number	RP904214
Date of previous inspection	17 April 2018
Telephone number	0161 212 4442

Little Explorers Pre School registered in 2015. The pre-school employs five members of childcare staff. Of these, one holds a qualification at level 5, one at level 4, one at level 3 and two at level 2. Sessions are from 9.15am to 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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