

Little Explorers Nursery

Little Explorers Nursery, 475a Bolton Road, Pendlebury, Swinton, MANCHESTER, M27 8BB



Inspection date	17 January 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the 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

- Many children start nursery with levels of speech and personal and social development that are less than typical for their age. By the time children leave, they have made good progress and are beginning to catch up well.
- When they start nursery, children and parents are very well supported by their named key person. Children settle quickly and become confident explorers.
- Children are motivated by a stimulating, well-resourced learning environment that effectively promotes independent learning. They become enthusiastic learners who confidently pursue their own interests.
- Overall, children's individual learning is very well supported. Staff observe and assess children's capabilities and plan appropriately for their future learning.
- Children who have special educational needs are particularly well supported. Staff work very closely with parents and relevant professionals to ensure they are fully informed about children's individual needs and how to best support them.
- The manager is well supported by the company directors. Collectively, they are committed to providing a good quality provision and have a realistic view of their strengths and a clear focus for their priorities to secure ongoing improvements.

It is not yet outstanding because:

- The most able children in the nursery are not always provided with opportunities that fully extend and challenge their learning to the highest levels.
- The arrangements for professional development are not always precisely focused or targeted on raising the quality of teaching to the highest level.

What the setting needs to do to improve further

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

- strengthen planning and teaching so that the most able children are given further challenges to deepen and extend their learning
- build a precisely targeted programme of professional development to help raise the quality teaching to the highest level.

Inspection activities

- The inspector observed activities in both playrooms in the nursery building and the outdoor play area, and assessed the impact this has on children's enjoyment and development.
- The inspector completed a joint observation with the manager in the outdoor area.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as monitoring data and evidence of the suitability of staff working in the nursery. The inspector also discussed the nursery's self-evaluation.
- The inspector spoke to and took account of the views of children and parents during the inspection.

Inspector

Vickie Halliwell

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Robust systems for checking the continued suitability of staff are implemented. All staff are alert to child protection issues and able to implement local procedures to protect children from possible harm. The manager uses her good knowledge, skills and expertise to guide, coach and support staff. She continuously monitors and reviews staff practice as she works alongside them and carries out regular supervisions to manage their performance. Staff complete a mandatory training programme, which includes paediatric first aid. The manager effectively monitors the progress of all children who attend. Children who are at risk of falling behind are swiftly identified so that they can receive further support and intervention from external professionals if necessary. Parents spoken to during the inspection feel well informed about their child's learning and are very happy with the care their children receive.

Quality of teaching, learning and assessment is good

Staff use observation and assessment effectively to deliver activities that help prepare children for school. Staff who care for children aged from two to five years in one large playroom spontaneously adapt activities. They know all children very well and work effectively as a team to meet the individual and group needs of the children. This helps all children make good progress in relation to their starting points. Teaching focuses particularly well on supporting children's personal development and their communication and language. Small group and one-to-one activities are well used to develop children's listening and attention and their understanding and speech. Children are becoming increasingly aware of the world around them. Supported by staff, children listen carefully as they identify environmental sounds outside. They use small tools with increasing skill.

Personal development, behaviour and welfare are good

Nurturing care helps children form secure attachments that promote their emotional well-being. Children display a very strong sense of belonging. Older babies who have recently moved to the large play room independently return to visit the familiar security of the baby room. Children are very well supported by staff who help them achieve personal independence and learn the importance of socially acceptable behaviour. Consistent routines, visual prompts and positive role models help children understand what is expected of them. Children's physical health and well-being is well promoted. Children have continuous access to the outdoor area. This area provides excellent opportunities for children to be physically active and play with imagination. Children move purposefully using equipment to refine their balancing skills. Staff successfully organise snack times as a way to help children develop coordination and responsibility.

Outcomes for children are good

All children are developing key skills and are very well prepared emotionally for the next stage in their learning. They become enthusiastic learners who enjoy learning new skills within a safe, supportive environment. Babies enjoy exploring objects with a range of textures and features, which stimulates their senses. Older children become interested in the written word and start to recognise and write familiar letters.

Setting details

Unique reference number	EY481409
Local authority	Salford
Inspection number	998702
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	45
Number of children on roll	46
Name of registered person	Explorers Nurseries Limited
Registered person unique reference number	RP904214
Date of previous inspection	Not applicable
Telephone number	0161 727 9794

Little Explorers Nursery was initially registered in 2011 and re-registered as a limited company in 2014. The nursery employs nine members of childcare staff. Of these, all hold appropriate early years qualifications at level 2, 3, 4 or 5. The staff team are supported by a company director who has qualified teacher status. The nursery opens from Monday to Friday, 51 weeks of the year, except for bank holidays. The nursery opens from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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