

Explorers Day Nursery

56 Bath Road, WELLS, Somerset, BA5 3LQ

Inspection date

Previous inspection date

27/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

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

- Staff are caring and friendly and develop positive relationships with children, which helps them settle easily.
- Staff provide an exciting range of purposeful play activities, which effectively encourage children's learning.
- Children enjoy a wonderful variety of nutritious snacks and meals that enable them to explore new flavours and textures.
- Children are cared for in welcoming and attractive play areas where they have space to move around comfortably.
- Staff form positive partnerships with parents, which supports continuity in children's care and learning.

It is not yet outstanding because

- The organisation of some larger group activities does not fully support the participation of all children, which slightly reduces their learning opportunities.
- Children cannot always independently access a wider range of toys and resources, which sometimes reduces their spontaneity in play.

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.

Inspection activities

- The inspector observed children's play activities inside and outside.
- The inspector had discussions with children, staff and management.
- The inspector sampled documentation, such as the operational policies and procedures.
- The inspector viewed the nursery's self-evaluation folder.
- The inspector took into account the views of parents spoken with at the visit.

Inspector

Mary Daniel

Full report

Information about the setting

Explorers Day Nursery registered in 2013. This privately owned nursery operates from a converted house situated in Wells in Somerset. Children have use of an open plan play room, divided into different areas, dependent on children's ages and abilities, and integral toilet and changing facilities. All children have direct access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register and is open each weekday from 7.30am until 6pm, for 50 weeks of the year. There are currently 32 children on roll. The nursery is in receipt of funding to provide free early years education for children aged three and four years. The nursery staff care for children with special educational needs and/or disabilities and those learning English as an additional language. The owners employ four members of staff, all of whom hold Level 3 child care qualifications.

What the setting needs to do to improve further

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

- review the organisation of some large group times, to fully support the participation and needs of all children
- provide further opportunities for children to independently access a wider range of toys and resources, such as mark-making tools, to fully support children's independent and spontaneous choices in play.

Inspection judgements

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

Management and staff have developed a good understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They are qualified and experienced and use their observations of children's play to plan a good range of meaningful play activities. These activities support children's interests very well. For example, staff observe children are interested in the building work that they can see happening on the houses opposite the nursery. They take photos of the diggers, lorries and cement mixers so children can look back at each stage of this process. Staff read children the story of the 'Three Little Pigs' and plan activities for them to design their own paper houses of 'straw, twigs and bricks'. This effectively extends children's interest and they are very well supported in developing their creative ideas and their understanding of what happens in their world. Staff monitor children's progress through their observations of their play and use of a tracker system. This helps staff to identify

how to support children further in their play and contributes to reducing gaps in children's learning.

Staff plan to make a tasty Australian crunch cake with the children as children celebrate Australia day. Children are eager to join in with this cooking activity. They watch closely as staff show them the different ingredients, such as cherries, butter and chocolate. Staff ask children about the colours and smells of the ingredients. Children know the cherries are red and round and happily taste them. Children are fascinated as they watch the golden syrup slide off the spoon that staff hold in the air. Staff skilfully ask children questions about what is happening with the ingredients, which encourages them to notice change. For example, as they see the difference in the chocolate and butter mixture after it has been put into the microwave to melt. This encourages children to start thinking critically in their play and anticipate what might happen next. Staff sound out the initial letters of words, such as 'B' for butter or 'E' for elephant, eagle or egg. As a result, children are supported very well in starting to link their sounds with letters. Staff reinforce children's sounds and words positively. For instance, as babies begin to babble and say 'Dada'. Older children begin to recognise different sounds, such as those of an aeroplane and a bird. This actively promotes children's listening and attention skills and supports them well in becoming strong communicators. Staff provide an effective balance of child-led and adult-initiated play activities overall. However, the organisation of some larger group activities does not consistently engage the participation of all children. For example, staff demonstrate the actions of a favourite song for children to follow, but some children become easily distracted and begin to get restless. This means that some children are not always encouraged to develop their enjoyment of music and movement activities.

Babies show great excitement at the bubbles staff blow for them. They sit and clap their hands as they see the bubbles floating by. This encourages babies early interest in play. Toddlers cuddle their dolls and whisper 'Sssshh' as they rock them to sleep in a rocking cradle. This helps them to develop their imagination and act out their experiences. Older children like to push their toy tractor around the floor. They become absorbed filling and emptying the trailer with small wooden bricks. Consequently, children begin to learn about space, size and shape as they play. Staff ask children to find the eight cars hidden in the sandpit outside. Staff use numbers effectively in their discussions with children. For example, as they talk about the three bears in a favourite story. They emphasis the key phrases in this story, such as 'too big', 'too small' and 'just right'. Staff share a number book with children and talk about how many pictures they see. Children enjoy this activity and enthusiastically count 'One, two and three!' As a result, children are effectively supported in learning about early mathematical concepts within their play. This helps children in gaining the necessary skills to support them in their learning in the future.

Parents spoken with at the visit state their children are very happy at the nursery. They feel staff keep them well-informed of the activities provided and of their child's progress. Staff form positive partnerships with parents through this regular communication. This contributes to providing continuity in children's care and learning. Staff understand the process of completing the progress check for two-year-old children. They use their observations of children's achievements to summarise their progress and identify where further support is needed. Staff share this check with parents and encourage their

comments. This actively helps to monitor children's progress.

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

Children are happy and content in this friendly nursery. Staff create a relaxed, homely environment, where each child and family is welcomed and valued. This helps children feel settled and they respond positively to the staff's caring and reassuring approach. Clear, consistent boundaries are maintained by staff. Staff give clear explanations to children about why some actions may be unkind or dangerous. For instance, they talk about why it is important to sit down when eating their food. Staff use positive language with children and praise them with enthusiasm, for example, as they help a younger friend at the breakfast table. As a result, children build a good sense of self-esteem and develop positive attitudes to the needs of others. In addition, they start to develop skills that will support them as they move onto school. Babies sit at meal tables in low, sturdy chairs placed next to their friends. Staff use a simple sign language as they sing the hello song with children in circle times. This actively reinforces communication for all children and promotes inclusion very well.

Staff provide children with a great range of healthy, well-balanced snacks and meals. For example, children readily tuck into breakfasts of soft boiled eggs and toast or blueberry pancakes. Staff change the variety of nutritious snacks on a regular basis. Children enjoy these snacks, such as cheese and crackers, hummus and breadsticks, avocado or beetroot. Staff plan activities for children to dig in the garden and plant herbs and vegetables. Consequently, children are very well supported in developing a healthy and positive approach towards food. Staff form strong bonds with children to help them feel secure in their care. They recognise children's developing abilities and let children take safe risks when they feel ready to do so. For instance, toddlers decide to attempt to walk along a low balancing beam. Staff stay close by to give reassurance and a helping hand if needed. Older children know to carry their chairs safely by holding the two side handles with the chair legs facing down. As a result, children feel safe and are supported effectively in learning how to look after themselves and others.

Children are cared for in an attractive, play environment where space is organised well to support their learning. Babies have their own enclosed play area where they can snuggle into soft cushions or, for example, explore an exciting range of brightly coloured musical instruments. Staff provide children with suitable equipment to meet their needs. For example, younger children sleep comfortably in large, wooden cots in a quiet room. Staff check on them regularly, which helps to keep them safe. Children can access a variety of well-maintained toys and resources easily. For instance, they often go to find a favourite book from the comfortable book corner. This effectively promotes their interest in stories and consequently their early literacy skills. Staff plan purposeful play activities to support children's early writing skills. However, some mark making tools are kept on a shelf, which children can see but are out of their reach. This means children cannot access these writing resources easily and independently to follow their spontaneous ideas. Babies' mobility is supported effectively as staff place interesting toys around them to encourage them to reach out and begin crawling. Toddlers start to develop their hand-eye

coordination well as they are helped to pour out their drinks at meal times. Older children like to catch and throw colourful balloons around the room. All children enjoy playing outside in the spacious garden, where they can run freely, crawl on the grass or go down a low slide. Sometimes they go on outings, for instance, to feed the ducks and swans at a nearby river. This enables children to benefit from being out in the fresh air and helps them develop an enjoyment of exercise.

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

Management and staff have a good understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. There are clear operational policies and procedures in place for safeguarding children. Staff are aware of child protection issues and understand the procedures to follow should any concern arise. This helps to protect children's welfare.

Suitable staff recruitment procedures have been established, which include the completion of relevant checks and references. Management continually support staff development through a clear induction process and ongoing supervision and appraisal systems. Staff attend training regularly, such as for first aid and safeguarding. This effectively helps staff to develop their knowledge of child care issues and promote good practice. Management and staff are reflective of their practice. For example, they continue to review and develop the planning and assessment systems through their observations of children's play. This helps them provide activities more tailored to meet children's individual needs. Management and staff have a positive approach to making ongoing improvements. Staff observe that children really enjoyed having their snack outside and plan to do this again. Staff use their regular meetings to identify areas of practice to develop. Consequently, they aim to continually promote outcomes for children. Daily risk assessments are completed, such as making sure fire exits are kept clear. Staff supervise children well and record visitors' attendance. They establish clear procedures for the arrival and collection of children. This helps them keep children safe and secure.

Management provide parents with clear information about the nursery and keep them well updated on events through regular newsletters. Staff spend time with parents finding out about children's likes, dislikes and their individual care routines when children are first registered. As a result, children settle happily because staff know how to meet their needs effectively. Staff are aware of the importance of liaising with other settings children attend. They initiate this liaison through use of a sharing letter, which is sent out with parents' permission. This contributes to providing a continuous approach for children's care and learning.

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. It will be monitored and inspected within twelve months of the date of this 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		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	EY462695
Local authority	Somerset
Inspection number	927922
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	32
Name of provider	Victoria Louise Weeks
Date of previous inspection	not applicable
Telephone number	01749676215

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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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