

# Little Explorers Nursery

Fleggburgh Primary School, Main Road, Great Yarmouth NR29 3AG



<b>Inspection date</b>	5 July 2019
Previous inspection date	2 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 nursery provides a calming haven for children. Their views and wishes are highly respected by the caring staff.
- Children have many opportunities to play outdoors in the large wooded area. They show high levels of engagement in their learning. Children add water to the muddy pits they have made and scoop out the mud into pots and pans.
- Children learn many skills to prepare them for school. Staff teach children to be independent, make decisions and explore.
- Partnerships with parents are excellent. Parents are highly involved in children's learning. They receive detailed information about their children's day when they collect them. Staff discuss their assessments of children's progress with parents and work together to put plans in place to close gaps in children's learning. Parents are given ideas of ways to continue their children's interests and learning at home.
- Staff are skilled at supporting children with their move to school. They help prepare children for the change, for example, with visits to their new class. Staff pass detailed transition reports to schools to ensure that children's care and learning can be continued.
- Multi-agency working is successful. Staff work closely with other agencies, such as family support workers and speech therapists, to share important information and help children and families to get the help they need.
- The manager, who is also the owner, has a clear vision for the nursery. For instance, she is undertaking training on outdoor learning and is making many improvements to the outdoor area, to continue to promote children's natural curiosity and motivation.
- Sometimes, staff do not make the most of their knowledge and teaching skills to provide high levels of support for children who use non-verbal ways to communicate.
- The arrangements for supporting new staff to develop their knowledge and skills are not consistently robust, to enable them to drive forward improvements in their personal effectiveness.

## What the setting needs to do to improve further

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

- enhance the support for children who use non-verbal ways to communicate, to help them confidently express their views and develop emerging language
- extend the induction and professional development systems for new staff, to help them to develop high levels of confidence and knowledge in their roles.

### Inspection activities

- The inspector had a tour of the nursery and the outdoor area. She discussed improvement plans with the manager/owner.
- The inspector observed activities indoors and outside and assessed the impact these have on children's learning.
- The inspector carried out a joint observation with the manager. Together, they discussed the effectiveness of staff interactions.
- The inspector held meetings with the manager. She spoke to the deputy manager and staff about their roles. The inspector viewed a range of documentation, including accident records, children's learning documents and evidence of suitability for staff and volunteers.
- The inspector spoke with parents and looked at questionnaires to obtain their views. She spoke with children during the inspection.

**Inspector**  
Helen Hyett

## Inspection findings

### Effectiveness of leadership and management is good

The well-qualified manager and her highly skilled deputy are committed to ongoing improvement. They seek the views of parents and act on their views. Each day, staff reflect on how successful activities have been at supporting children's learning. They use this information to plan future improvements. Most staff benefit from detailed supervision meetings where they identify targets for their professional development. The manager monitors children's learning, identifies any gaps in their development and gives staff targets to help children to catch up. Where children are not achieving expected milestones, clear 'learning support plans' are put in place with the support of parents, to help children to gain the skills they need. Safeguarding is effective. Safeguarding lead practitioners are confident and knowledgeable about their roles. They understand how to make referrals to the relevant agencies, where required. Any accidents and first aid are recorded and reported to parents.

### Quality of teaching, learning and assessment is good

Staff regularly observe children at play and make accurate assessments. Staff ask questions, give explanations and repeat words to help more-able children to develop their understanding. Children are encouraged to lead their own learning. For instance, when painting with coloured ice blocks, children take the ice to the water tray to see what happens. Staff encourage this and help children to explain their findings. Children talk about how much they enjoy exploring the 'dark woods'. During the inspection, children excitedly took the inspector on a tour of the wooded area, showing the secret tunnels and marks on the trees. Children have many opportunities to develop their hand muscles. They mould play dough and clay, and discuss how they feel. Children readily make links in their learning. They find a frying pan to 'cook' their play dough cakes and collect a recipe book to find ideas on how to decorate them.

### Personal development, behaviour and welfare are good

Children have freedom to run outside, getting daily exercise in the fresh air. They play 'monsters' and shriek with delight as they chase each other. Children behave very well. Staff help children to develop social skills and encourage them to consider others. Staff adopt a non-judgemental approach. For example, they encourage children to try hard and discuss their achievements, rather than praising a specific outcome. Staff comment on the success they have had using this approach and note children's increased determination. Staff work with parents to meet children's individual needs and help them to be confident when leaving their parents for the first time. Children learn about the wider world. They create their own flags of the United States for Independence Day.

### Outcomes for children are good

Children are confident and keen to join in. Older children listen carefully to a story about a smart giant and join in with rhyming words. They talk about and join in with their favourite songs. Younger children excitedly blow bubbles and watch where they go. Children use numbers in their play and learn to compare size and shape. They cover their eyes and count while waiting for their friends to hide. Children mix mud pies, tap stones together and look with interest at a ladybird they find.

## Setting details

<b>Unique reference number</b>	EY481431
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10106438
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	15
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Lee, Gillian Maria
<b>Registered person unique reference number</b>	RP516877
<b>Date of previous inspection</b>	2 June 2015
<b>Telephone number</b>	01493 369 960

Little Explorers Nursery registered in 2014. The nursery is privately owned and managed. The owner/manager holds a level 6 qualification. She employs four other staff to work with the children. Of these, three staff hold qualifications at level 3 and level 4. The nursery opens Monday to Friday during term time from 9am to 3pm. It also provides a breakfast club for nursery children and those attending the on-site primary school from 8am to 9am on most days. The nursery is registered to provide after-school care until 6pm. However, it is not currently operating during these times due to low numbers during this period. The nursery operates a holiday club during particular days in the school holidays, depending on demand. The nursery provides early education for funded two-, three- and four-year-old children.

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