

Inspection of Little Explorers

Shalfleet C of E Primary School, Station Road, Ningwood, Newport, Isle of Wight
PO30 4NN

Inspection date: 29 November
2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children are friendly and self-confident, happily talking to authorised visitors about what they like to do at nursery. Children delight in the warm and friendly environment. For example, the youngest children listen intently, smiling as they enjoy singing time with the caring staff.

They explore the well designed and equipped rooms, self-selecting from a range of resources. For instance, children develop their imaginations as they choose items to role-play with in the home corner and request toy animals to extend their understanding of the world. Children are curious learners. For example, they show a real interest in how they can balance items on top of a toy house and try to stop them from falling. Children are supported to evaluate risk and explore ideas as they use large materials to construct in the garden. For instance, children persevere as they use tyres to build a tower. Children confidently use sign language which helps them to develop their communication skills. For example, children confidently use signing to express the words of a Christmas song.

Older children regularly enjoy time spent in the school on site. They learn the routines and expectations of the school and become familiar with the classroom environment.

What does the early years setting do well and what does it need to do better?

- The managers are keen and driven to build on the already good quality care and learning. They are proactive and use their self-evaluation to highlight areas for improvement. For instance, they seek opportunities to build upon their knowledge of the sounds that letters make to support children's next stages of learning.
- The managers make strong links with the school to enable a consistent, shared approach to children's care and learning. The managers and reception teacher of the school meet regularly to plan collaborative projects for the children as they have joint time together. For example, children from the school and nursery create dragon masks and money pouches to celebrate Chinese New Year.
- Managers understand the importance of staff supervisions and how they use these to monitor staff practice and identify training needs. However, although these are in place, they are not fully embedded to identify staff's training needs and raise the overall quality of education to an outstanding level. ■ Staff feel supported in their work, which contributes to the positive environment in this

nursery. They are motivated and work as a team to deliver good quality experiences for all children. ■ Staff's planning is thorough. They develop activities based on a strong knowledge of children's interests and what they need to learn next.

- Managers and staff create a two-way flow of information with parents, such as an online system, emails, a website and newsletters. This provides consistent support in children's care and learning. ■ The special educational needs and/or disabilities coordinator (SENDCO) quickly identifies the support that children with additional needs require. She is knowledgeable of other professionals and how they can support the children to close gaps in their learning and make good progress from their starting points.
- Children develop good levels of independence and manage their self-care skills well from an early age. For instance, the youngest children find their own coats and persevere to put on their own shoes and the older children wash their own hands and confidently use the toilet. ■ Staff act as positive role models encouraging children to use good manners and promoting positive attitudes towards learning. They develop classroom golden rules to encourage positive behaviour. Children develop an understanding of the right way to behave and the importance of respecting each other. ■ Staff provide opportunities for children to enjoy fresh air and exercise and support children to learn about healthy food choices. For example, children take part in cooking sessions where they make fruit kebabs and healthy smoothies.
- Staff interact well with children and build on their communication and language skills successfully. Staff repeat back words, model sentences and ask relevant questions when children play. However, staff's questions do not always challenge children's thinking and encourage them to think critically, particularly for older children.

Safeguarding

The arrangements for safeguarding are effective.

The managers and staff have a secure understanding of child protection and the action to be taken should an allegation be made against a member of staff. They can identify possible signs of abuse and know the local reporting procedures to follow should they have any child protection issues to refer. Staff are well deployed, and they check the nursery to help keep children safe. Recruitment and vetting procedures are thorough. Staff complete a robust induction process to ensure they are familiar with their roles and responsibilities.

What does the setting need to do to improve?

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

- refine the quality of staff's questioning techniques to further develop children's ability to solve problems and think critically
- use supervisions to strengthen the monitoring of staff training to help raise the quality of teaching even further.

Setting details

Unique reference number	119754
Local authority	Isle of Wight
Inspection number	10128549
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 to 4
Total number of places	35
Number of children on roll	33
Name of registered person	Little Explorers Committee
Registered person unique reference number	RP523219
Telephone number	01983 760269
Date of previous inspection	29 October 2015

Information about this early years setting

Little Explorers registered in 1998. It operates within Shalfleet Church of England Maintained Primary School, Ningwood, on the Isle of Wight. It is open all year round on weekdays, from 8am until 5pm. There are 12 members of staff. Of these, one holds early years professional status and 11 hold an appropriate early years qualification at level 3 or above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Adam Hawes

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.

- Discussions were held with the manager, staff and parents. ■ The inspector reviewed relevant statutory documentation, staff qualifications and policies used by the setting. ■ A joint observation of an activity was carried out by the inspector and the deputy manager.
- During a learning walk the managers explained how the early years provision is organised and how they plan the curriculum and experiences for children.

We carried out this inspection 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.

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