

# Shalfleet Little Explorers

Unique reference number (URN): 2742704

Address: Shalfleet C Of E Primary School, Station Road, Ningwood, Newport, PO30 4NN

Type: Childcare on non-domestic premises

Registered with Ofsted: 05/09/2023

Registers: EYR

Registered person: Shalfleet C.E. Primary - Little Explorers

## Inspection report: 20 January 2026

Exceptional	
Strong standard	● ●
Expected standard	● ● ● ●
Needs attention	
Urgent improvement	

### Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

#### How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Strong standard ●

### Behaviour, attitudes and establishing routines

Strong standard ●

Warm and nurturing relationships between staff and children have a positive impact on children's behaviour, which is excellent. Leaders and staff have high expectations and consistently model kindness, respect and considerate behaviour. There are clear routines in the pre-school, which helps children to have a clear understanding of what is expected of them. This helps to contribute to a calm and nurturing learning environment and helps children to foster a sense of responsibility. For example, children rush to pack away the toys that they have finished playing with. They look after the resources and the environment, stopping to pick up a book that has fallen onto the floor.

Babies are learning to share toys and take turns, and children are extremely kind and respectful to their friends and the staff without being prompted. Staff promote collaboration, which allows children to share experiences and achievements. Children develop meaningful bonds and learn about the importance of friendships. They work well together during activities, and opportunities are provided for them to thrive socially, such as regular outings into the local community and mixing with older children at the adjoining school.

Children arrive on time and attend regularly. Leaders work closely with families to ensure that children fully benefit from being in the pre-school so that they flourish in their learning.

### Children's welfare and wellbeing

Strong standard ●

Leaders and staff are committed to meeting the needs of all children. They prioritise children's emotional wellbeing and provide a welcoming and inviting environment where children feel safe, secure and loved. Staff demonstrate their delight in working with young children and this has a positive impact on the way children value and view themselves. Children settle extremely quickly as a result of the emotional responses of the affectionate staff. Children demonstrate high self-esteem and confidence. Babies lean into staff as they listen to stories. Older children are excited to chat to staff about the fun they have in the pre-school and with their families at home.

Children begin to understand the importance of healthy lifestyles as staff use routines, such as mealtimes, to discuss nutritious foods and the benefit to our bodies. Children know how and why they must wash their hands before eating and after going to the toilet. Babies demonstrate happiness as they toddle towards the staff's open arms. Older children share funny stories with staff and show their enchantment as they listen attentively to stories. Laughter and shrieks of delight are a common occurrence throughout the pre-school.

Babies follow detailed routines to ensure that they have plenty of time for rest and sleep. Staff are extremely sensitive and respectful when changing nappies. They use these times to quietly sing rhymes to children, which helps children to feel secure during intimate care. Stories, visuals and resources are used to help children recognise and manage their emotions. Adaptations are made for those children who are at a different stage of development, such as children with special educational needs and/or disabilities.

## Expected standard

### Achievement

Expected standard 

Children are well prepared for the next stage in their learning, such as moving between rooms in the pre-school or going to school. They are making steady progress and building firm foundations for future success. They are curious in their play and are highly independent. For example, children delight in the opportunity to look for bugs in the garden. They use magnifying glasses and tweezers to search for and examine insects and worms. They are able to make choices and take responsibility for their own learning. This helps them to grow in confidence, collaborate with other children and communicate effectively with staff when help is needed.

Children demonstrate a willingness to learn and are developing effective listening and attention skills. They are able to follow instructions and take pride in their own achievements. They relish the opportunity to engage in new learning experiences, such as describing the textures of shaving foam, sand and rice.

### Curriculum and teaching

Expected standard 

Leaders and staff implement an ambitious curriculum, which has a sound focus on supporting children's emotional health, literacy and mathematical development. Staff have an in-depth understanding of children's development and use this to adapt their teaching effectively to meet the different ages and stages of children's development. For example, babies are encouraged to babble and turn the pages in books. They hear new vocabulary, such as 'whoosh' and 'scoop' during a sensory sand activity. Older children are encouraged to anticipate and contribute to what will happen next during interactive story times. This approach supports children's emerging vocabulary, imagination and communication skills effectively.

Overall, staff extend children's thinking with effective questioning skills, such as how they will design and build a cardboard house for worms and woodlice. Children of all ages and stages of development are exposed to mathematical language and concepts, as staff encourage their understanding of measurement, positional language and estimation. However, there are differences in the skills that some staff have compared to others, as recent training as not yet been fully embedded. This means that teaching is not yet consistently of high quality.

Children, including babies, develop good physical skills as they dance and negotiate obstacles. Staff support them to place one foot in front of the other as they carefully balance on a rope bridge. Children are strengthening their early reading skills and imaginations as they delight in the story of 'The Gruffalo' and enthusiastically re-enact 'The Three Little Pigs'.

### Inclusion

Expected standard 

Leaders understand the importance of consistent and clear assessment to help children receive timely support. They swiftly identify children's individual learning and development

needs and consult with outside agencies to provide individualised support for children with special educational needs and/or disabilities and for children who face other barriers to their learning. Communication with parents is effective, which helps them to understand children's needs in the setting and provide support with adaptations that can be made in the home. Leaders used additional funding to precisely support individual children. For example, additional sessions can be provided and staffing levels enhanced to ensure that children are given individualised support where needed.

Staff take part in additional training that is relevant to the unique needs of children, such as attending courses on how to communicate effectively with children who have delayed or little language. Leaders provide a wide range of activities that allow children to take part in experiences that they may not have had before, such as taking a journey to the beach and eating ice creams. Shared access to a school site allows children to experience woodland play, running round in the fresh air and engaging in storytelling activities in the outside environment. These daily events allow children to fully participate and benefit from the extensive opportunities available to them and help to close any gaps in children's learning.

## **Leadership and governance**

**Expected standard** 

Senior leaders at the adjacent primary school have effective oversight of the pre-school. They are committed to supporting the pre-school leadership team to be well prepared for their roles and duties. Shared resources, premises and expertise enable staff to deliver a high level of education and care to children. Staff say that they feel extremely well supported in their job roles and that leaders make them feel valued and appreciated. They are provided with regular opportunities to continue their professional development to strengthen their knowledge and skills, which positively impacts the experiences of children. Leaders acknowledge that some staff need further support to enhance their teaching to the highest level.

Leaders ensure that staff monitor children's individual progress in order that appropriate next steps can be implemented. Barriers to children's learning, such as irregular attendance, are swiftly identified and leaders work alongside parents to find successful solutions so that no child is left behind in their learning.

Staff forge good relationships with family members, which helps with continuity of care between home and the pre-school. Transitions between the pre-school and school are extremely successful, and children are consistently and fully prepared for the next stage in their learning. For example, school staff work closely with pre-school staff to implement a curriculum that covers all areas of learning, particularly in the areas of literacy, mathematics, and social and emotional development. This successfully prepares children for school and future learning.

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## What it's like to be a child at this setting

Children are eager to arrive at this vibrant pre-school. Leaders and staff work hard to ensure that all children, including those who face barriers to their learning, make significant progress. Every child is warmly welcomed, and they demonstrate that they feel safe and secure. Babies hold out their arms to adults who know them so well, and older children are eager to engage in a large range of stimulating activities. A real strength of the pre-school is the staff's positive attitude to working with children and the support they provide for children to develop emotional resilience. Children are very happy and clearly enjoy the educational challenges provided and the warmth and love that staff ensure that every child receives.

The day's routines strongly support children's emotional health. Children are fully prepared for transitions and have an understanding of what is about to happen next. This contributes effectively to how swiftly children settle at the pre-school. Children are very receptive in their learning. Staff use effective questioning skills that encourage children to contribute their own ideas and opinions. Staff offer praise and encouragement and give children time to respond during discussions. This approach helps children to feel valued and listened to and supports their confidence when speaking.

Children benefit from opportunities that support their independence. For example, children pour their own drinks at snack time. Older children delight when given the responsibility of being the 'superstar helper', and babies are asked to find their belongings when getting ready to play in the garden. A voting system allows children to have a say in the story they would like to hear. These experiences prepare children well for the next stage in their learning, such as going to school.

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## Next steps

- Leaders should continue to support staff, particularly those with less experience and confidence to consistently implement the curriculum and support the best possible progress for children.
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## About this inspection

The inspector spoke with leaders, practitioners and children during the inspection.

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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**Inspector:**

Tina Lambert

## About this setting

**Unique reference number (URN):** 2742704

**Address:**

Shalfleet C Of E Primary School  
Station Road, Ningwood  
Newport  
PO30 4NN

**Type:** Childcare on non-domestic premises

**Registration date:** 05/09/2023

**Registered person:** Shalfleet C.E. Primary - Little Explorers

**Register(s):** EYR

**Operating hours:** Monday,Thursday,Friday : 08:00 - 17:00

**Local authority:** Isle of Wight

## Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 20 January 2026

### Children numbers

**Age range of children at the time of inspection**

**1 to 4**

**Total number of places**

**50**

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## Our grades explained

### Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

### Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

### Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

### Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

### Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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