

Curious Explorers Day Care and Pre-school

Curious Explorers, St. Cross Road, FARNHAM, Surrey GU9 7JZ



Inspection date	31 July 2019
Previous inspection date	18 May 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Children thrive in this welcoming, stimulating environment. They build secure relationships with staff and their peers. Staff spend time getting to know children during a gradual introduction into the nursery and gather key information from parents.
- The leadership team has thorough systems to monitor children's development, identify gaps quickly and ensure children receive any additional support they may need. Staff address any identified gaps in children's learning quickly, for example, through early intervention and working in partnership with external agencies and parents.
- Children behave very well. Staff act as positive role models for children and this helps children learn respect for others and how to share and take turns. Staff praise children's good behaviour, supporting their confidence and self-esteem.
- Children are engaged and keen to learn. They enthusiastically take part in a range of interesting activities, such as hatching chicks. All children make good progress from their starting points.
- Partnerships with parents are strong. Staff inform parents of their children's learning in a variety of ways and offer parents ideas of how to support their children's development at home. This helps parents to be fully involved in their children's learning and development.
- Children's independence is not fully promoted. Staff carry out tasks that children are capable of doing for themselves.
- Staff do not consistently maintain close links with all other settings attended by children in order to exchange information and further support children's progress.
- Babies develop good early communication and physical skills. Staff in the baby room positively interact with babies. They intuitively sing rhymes during play and this inspires babies to bounce and move. Babies are curious to discover new things.

What the setting needs to do to improve further

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

- make the most of opportunities to further extend children's independence
- strengthen partnership work with other settings to secure high-quality exchanges of information that support the best outcomes for children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector completed joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager. The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Sarah Richards

Inspection findings

Effectiveness of leadership and management is good

The manager is highly reflective and uses self-evaluation to raise the quality of the service she provides. For example, she has increased the opportunities children have to enjoy and share stories and enhance their communication and language skills. Safeguarding is effective. Staff have a good understanding of the signs to look for that could alert them to a child being at risk of harm. They are clear on the procedures to follow should they need to escalate a concern. The premises are secure and staff are well deployed to supervise children effectively. The leadership team has thorough recruitment and induction systems in place to ensure all staff are suitable for their roles. Leaders support staff practice effectively with regular one-to-one meetings and offer many professional development opportunities. For instance, following on from training, staff have increased their knowledge of how to support children's behaviour effectively.

Quality of teaching, learning and assessment is good

Staff use their accurate observations and assessments of children to identify and plan for the next steps in children's learning well. Younger children love to explore musical instruments and to listen to the sounds they make. Older children enjoy water and sand activities, and observe how the sand changes texture when it is wet. Children make good progress in their mathematical development. They are excited to take part in well-planned number games and count with confidence. Staff plan a range of activities to support children's early literacy skills. For instance, babies begin to explore early mark making as they use paintbrushes in paint and shaving foam to create marks. Older children enjoy looking for letters frozen in ice. Staff talk to children about what they find and help them correctly identify letter names and the sounds that letters represent.

Personal development, behaviour and welfare are good

Staff are good role models for the children. This is illustrated as they calmly talk to children and help them understand right from wrong. Children are polite and say 'please' and 'thank you'. They learn to share resources and to take turns. Staff are knowledgeable of children's dietary needs and preferences, and mealtimes are happy social occasions. Children delight in spending time outdoors and being active. They run, climb, jump and move their bodies in different ways and enjoy weekly music-and-movement sessions. Children benefit from opportunities to learn about the older generation and the importance of treating others with respect, kindness and consideration. For example, they visit a local retirement home to spend time with residents and interact with them.

Outcomes for children are good

Children use pens and crayons to begin to form letters. This helps them develop their early writing skills. Older children have a good knowledge of the phonetic alphabet and successfully use this to spell out and write their names and other simple words. Children develop strong hand control and coordination. For example, they confidently use tools such as hammers to secure pins and pegs into construction boards to create their own images. Children are learning the necessary skills needed for the next steps in their learning and education.

Setting details

Unique reference number	EY489843
Local authority	Surrey
Inspection number	10076496
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 - 4
Total number of places	59
Number of children on roll	108
Name of registered person	Curious Explorers Ltd
Registered person unique reference number	RP534643
Date of previous inspection	18 May 2016
Telephone number	(01252) 718 871

Curious Explorers Day Care and Pre-school is a nursery located in Farnham, Surrey. It is open each weekday from 7am to 6pm. The nursery employs 15 members of staff. Of these, two members of staff hold qualified teacher status, eight have an appropriate qualification at level 3, and one is qualified at level 2. The nursery receives funding to provide free early education for children aged two, three and four years.

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