

Curious Explorers Day Care and Pre-school

Curious Explorers, 194 Clarence Road, FLEET, Hampshire GU51 3XP



Inspection date	20 February 2019
Previous inspection date	19 November 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 new manager has made significant improvements to the quality of the nursery. Intensive staff development has ensured all children now receive a good level of care and teaching. Children are engaged and challenged as they play.
- Staff are positive role models for children. For example, they demonstrate friendly and caring attitudes and model good manners. Children settle quickly on arrival to play with the staff and their friends. Staff support children's emotional development effectively and children behave well throughout the nursery.
- Parents are fully involved in their children's learning from the outset. Staff build effective partnerships with parents and other professionals involved with the children. This supports high levels of consistency and continuity for children in their care and learning and supports their well-being.
- Children with special educational needs and/or disabilities and those in receipt of additional funding are well supported. Staff seek targeted help and advice from external professionals to help ensure these children receive the optimum support. All children make good progress in their learning from their starting points.
- The owner and manager assess the progress that all children and different groups of children make. Careful consideration is given to planning a challenging and engaging range of activities and experiences to help support children's learning.
- At times, monitoring systems for children and staff communication are not always effective, which leads to some confusion about who carries out what tasks.
- Sometimes staff do not help children to learn as much as they can. For instance, staff fasten children's zips rather than encourage children to develop their physical skills.
- At times, staff complete tasks for children that they could manage themselves. This does not fully support children's developing independence skills.

What the setting needs to do to improve further

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

- strengthen the arrangements for monitoring and staff communication to ensure that systems put in place are fully effective in supporting children's learning and development
- support staff to develop a wider range of teaching strategies and recognise every teaching opportunity that occurs to extend children's thinking and learning even further
- provide children with more opportunities to develop their independence skills further.

Inspection activities

- The inspector observed the staff and children as they played. She listened to their interactions and talked to them at appropriate times.
- The inspector completed joint observations with the owner. She held discussions with the manager and owner in relation to observations of children's play, learning and progress.
- The inspector sampled documentation, including children's records and checked evidence of the suitability and qualifications of staff working with children.
- The inspector viewed all areas of the nursery used for the care of children.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector
Emma Dean

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff receive regular training, for example to help keep their knowledge current. All staff know what actions to take if they have any concerns about children's welfare. Staff recruitment procedures and ongoing supervision are robust. The manager ensures all staff continue to develop and improve their practice, for example through attending staff meetings and observing good practice. The manager and owner recognise the strengths of the nursery and staff team. They propose realistic actions and development plans to continue to improve the good quality of the nursery. Parents' opinions are sought to help inform future developments.

Quality of teaching, learning and assessment is good

Staff make regular observations and assessments of what children can do, what they could do next and identify their individual learning needs. They effectively make plans to support children's learning and development. For example, older children enjoy storytelling activities to help support their communication development and social skills, as they play with their friends. Staff offer good levels of support to younger children, for instance as they count the number of bricks used to build houses and count the steps to the top of the slide. Babies enjoy sensory activities, such as exploring dry pasta, alongside sensitive staff who calmly support their learning. Staff know the children well and use their interests to plan activities. For example, older children park cars in numbered bays and draw different shaped roads. This supports their mathematical development.

Personal development, behaviour and welfare are good

The manager and staff have improved the learning environments for children throughout the nursery. Staff create inviting spaces for children to play and learn in. For example, cosy book areas and attractive role-play areas excite and engage children. Staff recognise that some children prefer to learn outdoors and they take learning outside regularly for these children. For example, younger children enjoy a colour matching activity outdoors. Older children sensitively support younger children as they play together, showing high levels of empathy. Children enjoy weekly opportunities to visit the local community, such as going on walks to the river, visiting a retirement home or to play at the local park. This helps them to learn about diversity of the wider world.

Outcomes for children are good

Children learn to respect each other and the environment, for example by following the nursery's 'golden rules'. Children share toys and take turns as they play, such as when they cooperatively complete a jigsaw puzzle. Children learn the sounds that letters make, supporting their early reading skills. They know how to make choices and decisions. Children learn the necessary skills to support them as they move on to school.

Setting details

Unique reference number	EY489836
Local authority	Hampshire
Inspection number	10086102
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	48
Number of children on roll	72
Name of registered person	Curious Explorers Ltd
Registered person unique reference number	RP534643
Date of previous inspection	19 November 2018
Telephone number	01252613609

Curious Explorers Day Care and Pre-school registered in 2015. It is located in Fleet, Hampshire. There are 14 staff. Of these, one has qualified teacher status, two hold early years professional status and six hold qualifications at level 3 and above. The setting opens Monday to Friday from 7am to 6pm, all year round, except for bank holidays. It receives funding to provide free early education for children aged two, three and four years.

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