

Early Explorers Day Nursery

Star Education Centre, 116 Hyde Road, Manchester, M12 5AR



Inspection date	10 November 2016
Previous inspection date	22 January 2016

	This inspection:	Good	2
The quality and standards of the early years provision			
	Previous inspection:	Requires Improvement	3
Effectiveness of the 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 manager is ambitious and proactive, and has worked hard to make improvements swiftly in the setting since the last inspection. For example, re-organising the toddler room to create stimulating and welcoming areas for the children to explore.
- Children are keen learners who are motivated and excited to learn. Every opportunity is used to carefully foster children's growing independence skills.
- Staff monitor children's development regularly to ensure any gaps in their learning are identified. This information is used well to plan activities which target their individual needs and support them to make good progress.
- Staff relationships are strong. They are good role models to the children and are calm and sensitive towards their needs. This supports children to behave well and promotes their emotional well-being.
- The manager has developed strong partnerships with parents, professionals and local providers. Interventions are put in place quickly for individual children where extra support is needed.

It is not yet outstanding because:

- Systems to monitor staff practice are not yet fully effective in raising the quality of teaching to the highest standard.
- Actions taken to improve the quality of the setting are not yet fully evaluated to show what impact they have had on the children's learning and development.

What the setting needs to do to improve further

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

- embed systems to monitor staff practice and ensure teaching is of a consistently high standard
- evaluate improvements made in the setting and monitor the impact of any changes on children's learning and development.

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 completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as staff training and supervision records, children's assessment files and the nursery's self-evaluation form.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Helen Royston

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are knowledgeable about child protection issues and understand what action to take if concerned about the welfare of a child. Thorough risk assessments and management checks are completed every morning and afternoon. This helps to minimise any potential hazards and keep children as safe from harm as possible. All staff have relevant childcare qualifications. The manager targets further professional development opportunities. This helps to improve staff knowledge, skills and confidence, overall. The manager has worked closely with the local authority adviser to target recommendations for improvement raised at the last inspection. The setting now welcomes other providers to visit and share new ideas for good practice.

Quality of teaching, learning and assessment is good

Staff have a good knowledge of their key children and are confident to talk about their development. They plan activities to support the children's interests well. For example, visiting and setting up a cafe so the children can explore mixing different ingredients and liquids. Babies use their senses while they experiment with fruits in paint. Pre-school children use their imagination in the mud kitchen outdoors while making pretend cakes and pies. Staff provide a commentary and model key words as younger children choose how to make their own pizzas. This helps effectively promote their speech and communication skills. Parents provide information about what their child can do when first starting at the setting. They are kept well informed about their child's learning through daily discussions, progress reviews, parents' evenings and an online system.

Personal development, behaviour and welfare are good

Children take part in a broad range of interesting experiences that are well tailored to their needs and interests. For example, staff create a set of steps and a slide from crates and blocks to support young children's physical development. Pre-school children make creations in the dough and babies explore a variety of objects from a sensory basket. This engages children in learning and they concentrate and behave well. Children follow their own ideas in play and attempt to do things by themselves. For example, finding their own drink, putting their coats on or helping to set up for lunch. This effectively fosters children's independence. Children enjoy a weekly sports session and go on a variety of trips, for example, visiting the airport and farm. This helps promote their physical well-being and understanding of the wider world.

Outcomes for children are good

All children make good progress. This includes children who speak English as an additional language, those who have special educational needs or disabilities and those who receive additional funding. Children are happy, inquisitive and quickly grow in confidence. They develop independence and learn problem-solving skills, concentrating well during activities. They are creative and enjoy using their imagination in play. Children learn how to develop positive relationships and strong social skills. This supports them to develop key skills for their future and in readiness for school.

Setting details

Unique reference number	EY482485
Local authority	Manchester
Inspection number	1037600
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	56
Number of children on roll	78
Name of registered person	Anatolian Society Ltd
Registered person unique reference number	RP534060
Date of previous inspection	22 January 2016
Telephone number	0161 222 0557

Early Explorers Day Nursery was registered in 2014. The nursery employs 11 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2, 3 and 4. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery also cares for children who have special educational needs or disabilities and children who speak English as an additional language.

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