

# Early Explorers Day Nursery

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



<b>Inspection date</b>	10 November 2016
Previous inspection date	22 January 2016

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>			
	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

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

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

