

Inspection of Little Explorers Nursery

Little Explorers Day Care Nursery, 230 Wales Road, Kiveton Park, SHEFFIELD S26 5RE

Inspection date: 7 May 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children make strong and consistent progress from their individual starting points during their time with the well-qualified and purposeful staff. They are very well prepared for the next stage in their education and development, including starting school. Children learn, for example, to develop their imagination and persist at challenging tasks. For instance, babies build their observational awareness and physical skills as they follow and reach out for the colourful bubbles blowing around the room. Two-year-olds refine their fine hand control as they rhythmically tap wooden beaters and other instruments in time with the many well-remembered nursery rhymes and other songs they choose.

Children learn to become independent and confident communicators. For instance, three- and four-year-old children build strongly on their language skills and understanding of the world as they demonstrate how to handle and care for the hens they have bred. They talk knowledgeably about the 'incubator' that the chickens 'hatched' in and the way the hens 'peck the ground' in search for food.

Children are safe and secure. They rise to staff's high expectations for good manners and positive social behaviour. For instance, children engage in polite, friendly discussions throughout the nutritious snack and mealtimes. They develop their management of cutlery and use of open cups as they progress through nursery.

What does the early years setting do well and what does it need to do better?

- The development of children's strong communication and language skills is central to the preparation for further learning. Staff make very good use of focused training initiatives to ensure children build consistently on their speaking skills as they progress through nursery. Staff skilfully model new words and phrases as children play. They support them to use and recall these accurately through, for instance, planned games and activities and skilful questioning.
- The leadership is highly ambitious to ensure that every child achieves their full potential before moving on to the next stage in their learning. Senior staff support their colleagues through sharply focused and extensive training to build all aspects of their provision. They consistently evaluate, monitor and review the quality of staff's practice to ensure they are meeting the learning needs of all children. Staff morale is high.
- Staff help children to develop a deep understanding of number and early mathematical language. They support children to accurately match quantities to the numbers they are learning to count through, for example their construction and sorting activities with natural objects. As they progress, children learn and use increasingly challenging mathematical language, such as 'half empty' and

'more, less and equal', as they balance giant child-size scales in their outdoor play.

- Staff ensure that children with special educational needs and/or disabilities and other vulnerable learners receive robust and carefully targeted support. They work closely with other professionals, such as speech and language and inclusion specialists, to carefully plan and promote all aspects of children's learning. They make good use of additional funding to, for example, enrich children's sensory and personal awareness.
- Staff plan for and support children's personal development, positive behaviour and attitudes. They are consistently mindful of the children's immediate needs and use smiles, praise and tangible rewards, such as stickers, to reassure them and build their confidence. They make very good use of books and stories to build children's awareness of their emotions, such as anger, joy and sadness, as they progress through nursery. Staff help children to reflect on their own attitudes and behaviour.
- Children's physical development is strongly and systematically promoted throughout nursery. For example, children engage in increasingly challenging activities that build their core strength and body management. For example, they learn to dance and move to music, develop their balancing and climbing skills and create their own obstacle courses.
- Staff build strong working partnerships with parents and carers to ensure children make the best possible start to their learning. Parents strongly recommend the nursery. They feel they are fully consulted and supported through extensive feedback and guidance to support the children's learning and development at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY481268
Local authority	Rotherham
Inspection number	10392872
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 at time of inspection	0 to 4
Total number of places	59
Number of children on roll	107
Name of registered person	Little Explorers Day Care Nursery (Rotherham) Ltd
Registered person unique reference number	RP534178
Telephone number	01909 774752
Date of previous inspection	1 October 2019

Information about this early years setting

Little Explorers Nursery registered in 2014. The nursery employs 20 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 3. This includes five at level 6 with early years professional and qualified teacher status. The nursery also supports apprentices working towards level 3. The nursery opens Monday to Friday, from 7.30am until 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Andrew Clark

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager and the inspector completed a joint observation of children's learning experiences and evaluated the activity together.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to children about their experiences as they played.
- The inspector spoke to several parents during the inspection and took account of their views from written feedback.
- The manager provided the inspector with relevant documentation, including evidence of the suitability of staff.
- The inspector spoke with the manager about the leadership and management of the nursery.

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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