

Inspection of Stutton Young Explorers

Holbrook Road, Ipswich IP9 2RY

Inspection date: 10 October 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Babies and children flourish in this very inclusive and welcoming nursery. The management team and staff provide a robust key-person system and a bespoke settling-in process. This means that children settle swiftly and seamlessly, gradually building attachments with the caring, nurturing staff before they start. Babies are relaxed in their environment. They take a pause and enjoy sitting on a comfy chair, giggling and applauding with delight as their peers glide down the slide. Staff gently guide and remind babies to slide down individually. This excellent role modelling means they are learning to keep themselves safe and beginning to understand the behaviours expected of them.

Babies and children love the endless choice of stimulating play experiences and continuous access to outdoor play. Through the available opportunities to experience forest school and endless real-life experiences, children discover and learn about the world they live in. As children enthusiastically scoop the flesh out of pumpkins, they develop their imaginations and confidently play out their own ideas, such as making pumpkin soup. Staff extend children's learning by encouraging them to pick herbs they have grown in the garden. By using these fresh ingredients, such as rosemary, children begin to connect with nature and learn where food and real flavours come from.

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

- Overall, teaching across the nursery is very good. Regular assessments of children's progress ensure they all make significant progress from their starting points. Staff know individual children well and use their interests and stages of development to extend learning in fun ways. High levels of consideration are given to the accessibility and inclusivity of the self-selection of resources. As a result, children become proactive in leading their own play and learning.
- Staff build on what children already know and can do. For example, staff create a stimulating autumn-themed activity with resources such as lentils and plastic tweezers, which sparks curiosity and high engagement. As children squeeze the tweezers together to pick up objects and scoop lentils into different containers, they develop their hand and finger strength. This helps them achieve everyday activities, such as doing up their zip and learning to grip a pencil with control.
- The passionate and professional management team continuously reflects on the service it provides and how the team can continually improve. Staff report excellent well-being and appreciate the active role that leaders play in the day-to-day running of the nursery. They provide staff with training opportunities and frequently model good teaching practice, which helps less experienced staff teach at the highest level.
- Meticulous care is given to meet children's specific, and sometimes highly

complex, health needs. The management team and staff communicate regularly with parents and outside professionals, such as paediatric nurses, to ensure that all staff understand the detailed plans for their care and ensure that they are strictly followed.

- Babies and children make significant progress in their speech and language development. Children with delayed speech and language benefit from effective targeted interventions. They also learn Makaton sign language to help them to communicate. However, occasionally, staff do not consider the complexity of some of the new vocabulary they introduce or how they ask questions during play, to ensure children continually speak with increasing confidence and use new vocabulary that enables them to communicate effectively.
- Children's emotional well-being is given unquestionable priority. Children are well behaved and play cooperatively with their peers. They learn how to express and understand their feelings through books, songs and coordinated sensory resources. Staff are sensitive and attentive to all children, showing genuine care if they are upset. When children struggle to regulate their emotions, they confidently go to staff for reassurance or instigate a cuddle.
- Babies and children become increasingly independent in their self-care needs, with lots of praise and encouragement. They gradually learn to pour their own drinks at mealtimes and feed themselves, with the right level of support from staff. A merry handwashing tune successfully promotes good hygiene habits. As a result, older children independently know to wash their hands before eating and after using the toilet.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- consistently provide children with opportunities to speak with increasing confidence and enhance their speech and communication skills to build on the already good teaching.

Setting details

Unique reference number	EY543367
Local authority	Suffolk
Inspection number	10364185
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 10
Total number of places	34
Number of children on roll	60
Name of registered person	Constable Country Childcare Committee
Registered person unique reference number	RP910495
Telephone number	07561 504913
Date of previous inspection	30 January 2019

Information about this early years setting

Stutton Young Explorers registered in 2017 and operates from within the grounds of Stutton Primary School. The setting employs 13 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above, including two with early years professional status. The setting opens from Monday to Friday for 50 weeks of the year. Sessions are from 7.30am to 6pm and include a breakfast club and after-school club. The setting provides funded early education for all eligible children.

Information about this inspection

Inspector

Louisa Taylor

Inspection activities

- The manager and the inspector completed a tour of the nursery, both indoors and outdoors, to understand how the early years provision and curriculum are organised. Additionally, the manager showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact that this has on children's learning.
- The inspector and manager carried out a joint observation of group activities and also discussed self-evaluation.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- Children communicated with the inspector during the inspection. The inspector spoke with parents and carers during the inspection and took account of their views.
- The inspector held a meeting with the management team and also discussed self-evaluation. The inspector looked at relevant documentation, such as evidence of the suitability of the staff working in the nursery and a selection of other records.

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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