

Inspection of Little Explorers Forest School Nursery

Fleggburgh Primary School, Main Road, Great Yarmouth NR29 3AG

Inspection date:

14 May 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The provider does not always ensure that staff implement the curriculum effectively. Staff do not always use what they know about children to build on learning in an appropriate way. At busy times, poor organisation of activities and routines reduces the quality of interactions between staff and children. At times, children wait too long or lose interest during transitions. As a result, they do not get the right support to stay focused. This limits their ability to stay engaged and make strong progress across all areas of learning.

However, children arrive happy and settle quickly into the day. They show confidence as they move through familiar routines and respond well to staff guidance. Children have opportunities to guide their own play. Outdoors, children explore the forest school area with enthusiasm. They dig, hunt for bugs and make puddles. These activities help build curiosity and a love for nature.

Staff help children to understand about sharing and taking turns. When guided, children listen to staff and follow their instructions. For example, when children want to play with the same resource, staff explain that other children are playing, and they can have a turn in a minute. Children respond well, show patience and begin to understand how to manage their emotions and respect others.

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

- Leaders want children to do well and have high expectations. However, at some times of the day, staff do not always plan and implement the curriculum to support all children's needs, particularly at group time. For example, some children make a lot of noise at story time, which makes it hard for others to listen. Furthermore, story time goes on too long, and some children become disengaged. The arrangements to transition from story time to lunchtime mean some children wait for further long periods of time. This results in some children becoming frustrated.
- Staff use open-ended questions to spark children's thinking and problem-solving. When water does not come out of the watering can, staff ask, 'I wonder what's happening?' This encourages children to investigate and suggest ideas. Children notice mud in the spout and suggest tools to remove it. Staff guide them to consider size and fit. Children test out a stick, realise it is too big and decide they need a smaller one. They persist, solve the problem and feel proud when water flows. Interactions such as these support critical thinking, language development and perseverance through hands-on learning.
- At times, staff manage routines well. However, during lunchtime, organisation is not as effective. Some children wait too long to wash their hands and join the table. Others sit alone for extended periods with little staff interaction. This limits

opportunities for children to engage in meaningful interaction, peer connection and the development of communication and social skills.

- Staff support children during their play. When another child splashes water, staff calmly explain it was not done on purpose. This helps the upset child feel heard and supported. Staff guide children to keep spades low to avoid splashing again. They teach children to adjust their actions and consider others' feelings. This builds cooperation and emotional awareness during active play.
- Generally, children behave well in the setting. However, staff do not manage children's behaviour consistently. As a result, children test boundaries. For example, when children run indoors, staff remind them to walk. But when the behaviour happens again, staff do not respond. This sends mixed messages and limits children's understanding of expectations.
- Staff training and development requires improvement. Leaders believe staff understand more than they do. In practice, some staff lack secure knowledge in key areas. Leaders do not always spot these gaps, so staff miss the support they need.
- Parents speak highly of the staff and the setting. Staff share helpful information with parents to support learning at home. They provide resources and charts to keep routines consistent. This helps children feel secure and confident between home and nursery.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure the planning and implementation of the curriculum supports children to remain engaged during all activities and routines, with particular regard to story time and lunchtime	13/06/2025
ensure effective supervision is in place to provide staff with support, coaching and training to target weaknesses in their knowledge and practice to improve the quality of teaching.	13/06/2025

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

- support staff to help children understand and follow the rules and boundaries consistently.

Setting details

Unique reference number	EY481431
Local authority	Norfolk
Inspection number	10388311
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	2 to 4
Total number of places	24
Number of children on roll	36
Name of registered person	Lee, Gillian Maria
Registered person unique reference number	RP516877
Telephone number	01493 369 960
Date of previous inspection	5 July 2019

Information about this early years setting

Little Explorers Forest School Nursery registered in 2014. The nursery is privately owned and managed. The owner/manager holds a level 6 qualification. She employs seven other staff to work with the children. Of these, two staff hold qualifications at level 3 and level 4. The nursery opens Monday to Friday during term time from 8am to 4pm. The nursery operates a holiday club during particular days in the school holidays, depending on demand. The nursery offers funded early education for all eligible children.

Information about this inspection

Inspector

Nina Hopson

Inspection activities

- The manager explained the nursery curriculum during a learning walk with the inspector.
- The manager and the inspector completed a joint observation of an activity together and discussed the quality of teaching and learning afterwards.
- Children spoke to the inspector about the activities they took part in.
- Parents shared their views of the setting with the inspector.
- The manager provided the inspector with relevant documentation, including evidence of the suitability of staff.

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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