

Adventure Pre-School

Inspection report for early years provision

Unique reference number	139972
Inspection date	15/01/2009
Inspector	Sandra Patricia Jeffrey
Setting address	Grove Hall, Grove Park, Carshalton, Surrey, SM5 3AL
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Adventure Pre-School has been registered since 1992. It is privately owned and operates from the Grove Hall, in Carshalton, Surrey. Children have access to a large hall and a secure outdoor play area. The premises are ground level and is easily accessible via a ramp. The pre-school is open each week day during term time from 09:20 until 12:20, with an optional lunch club until 13:00 on Fridays. Afternoon sessions operate from 12:45 until 15:00 Monday to Friday. During some school holidays a play scheme operates from 10:00 until 14:00. This part of the provision was not observed during this inspection.

The setting is registered on the Early Years Register, and compulsory and voluntary parts of the Childcare Register and may care for up to 30 children from 2 years to under 5 years at any one time. The play scheme may care for up to 26 children from 3 years to under 8 years. There are currently 59 children in the early years age range on roll in the pre-school, of these 43 receive funding for nursery education.

The pre-school supports children who have identified learning difficulties and/or disabilities and children who speak English as an additional language. There are four staff employed who work directly with the children each session, plus the owner. Three staff hold appropriate early years qualifications and one member of staff is currently working towards a childcare qualification. The pre-school receives support and training from the Sutton Early Years Development and Childcare Partnership.

Overall effectiveness of the early years provision

The quality of the provision is good and children's welfare is promoted well. The individual needs of each child are effectively met because the setting has established good arrangements to obtain detailed information from parents, to ensure that children receive continuity of care and that their individual needs are well supported. The setting supports every child so that no child is disadvantaged; children with learning difficulties and/or disabilities benefit from good liaison between staff and parents, as do children for whom English is an additional language. Children have equal access to the good range of activities, equipment and resources and make good progress in their learning and development, which parents are actively encouraged to be involved with. The established setting has effective systems in place for evaluating practice and staff regularly attend training as part of their commitment to improving outcomes for children, resulting in a service that is responsive to the needs of all of its users.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- consider ways to enhance children's experiences during circle and register

- time - ensuring that individual children's needs are met
- continue to develop the system for linking observations to children's individual next steps within the planning
- update policies and procedures to reflect the new framework and ensure parents and staff are aware of relevant changes

The leadership and management of the early years provision

The pre-school is led and managed by a very enthusiastic and motivated team and this positive attitude is reflected in good practices. The whole team work closely together to ensure the requirements of the new framework; the Early Years Foundation Stage (EYFS) are being effectively implemented. The provider is very 'hands on' and listens to and values the ideas and suggestions from staff, which in turn gives them a sense of value and results in the children feeling secure and very confident in their care.

The whole staff team work in support of each other and make good use of training opportunities to increase their knowledge and enhance existing good practice and there are effective systems in place for self evaluation of the provision. The management team have a clear understanding of the strengths and weaknesses within the setting and continually reflect on their practice to bring about improvement. As part of their commitment to improvement, the setting is currently a member of two quality assurance schemes and is using the results from these to improve the service provided to the children and their parents.

The effective key person system means children are helped to feel secure in the environment and contributes to staff developing good relationships with parents and others involved in the children's individual care and education.

Parents are warmly welcomed into the setting and there is a good two-way flow of communication between staff and parents, which helps children experience good levels of continuity of care. For example, all parents have access to the setting's policies and procedures and are regularly asked for their ideas and suggestions in relation to promoting improvements within the nursery.

Children are safeguarded because staff have a good knowledge of appropriate child protection procedures, which is underpinned by the effective policies in place. For example staff ensure that children are closely supervised at all times, and that those adults who are not vetted do not have unsupervised access to children.

The quality and standards of the early years provision

Staff are caring and attentive and provide good support for children's learning; children have good opportunities for self initiated play and adult led experiences. The curriculum is flexible and offers children the opportunity to be spontaneous and to contribute their own ideas to their play. Staff are developing good knowledge of the Early Years Foundation Stage and the learning environment stimulates purposeful play with opportunities to be creative and to actively learn.

However the current format used at circle time is not fully effective in engaging all children all of the time.

The staffing team are committed to providing the best quality care and education possible for the children attending. Observation is consistently undertaken and assessment is in place. This enables staff to analyse and review children's development and contributes to decisions about children's progress and next steps in partnership with parents and others. However, planning and assessments are not of a consistent level throughout the setting and the next steps in the children's learning are therefore not fully effective throughout the setting.

A wide variety of resources are available around the hall and children are confident and independent in choosing what to play with. Adults are well deployed to support learning and are skilled at judging when to engage in children's play and when to stand back and allow them to explore and experiment. For example, staff are on hand to assist and reassure new children settling into the setting, but know that the older and more established children are confident to access activities independently.

Daily opportunities are provided for children to participate in physical activities both inside and outside in the fresh air. Children enjoy regular movement to music sessions which are linked to the current themes to support the children's all round learning and development.

Children are very happy and are keen to learn and explore the stimulating environment around them as they play and interact with their peers. They are very sociable and make friends easily and communicate well with adults and each other.

Children are supported very well in their learning to make progress in communication, numeracy and communication technology, and so develop important skills that contribute to their future economic well-being. Older children are encouraged to develop early writing skills and some are starting to form recognisable letters. Children's personal, social and emotional development is given high regard and the children exhibit high levels of good behaviour and are encouraged to work together cooperatively. Children know the rules and boundaries within the setting and staff portray positive role models for the children which encourages good behaviour.

Children's welfare is promoted very well and children's safety is given good priority as staff establish effective risk assessment procedures, ensuring necessary maintenance work is reported to the relevant building authorities.

The equipment and play resources used by the children, have been checked for suitability for the varying ages and are clean and well maintained. Arrangements for safeguarding children are robust and recruitment procedures ensure that all staff are suitable to do their jobs. Written policies and procedures are in place and ensure that staff are able to carry out their duties as required. However, some of these still refer to the previous framework which reduces their effectiveness and clarity.

Children's well-being is effectively promoted as they learn to adopt a healthy lifestyle. For example, they wash their hands before they eat their snack, are encouraged to be independent in pouring their own drinks of water or milk and are given good opportunities to try healthy nutritious foods; such as when making salad sandwiches as part of the current theme.

Children stay safe because the premises are suitable, secure and appropriately maintained. They continue to develop their awareness of keeping safe because adults discuss safety aspects with them; such as reminding them not to run in the hall or to climb on the furniture.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.