

Early Adventures

Inspection report for early years provision

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Inspector Maura Pigram

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Type of setting Childcare on non-domestic premises

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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 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.

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Description of the setting

Early Adventures is privately owned and opened in 2004. It operates from a purpose built single storey building consisting of four playrooms. Children have access to an enclosed outdoor area. The nursery is situated in Abbots Langley Hertfordshire. It is open each weekday from 7.30 am to 6.30 pm for 51 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 57 children may attend the nursery at any one time. There are 72 children on roll aged from 10 months to 10 years. They also provide a breakfast club from 7.30 am and children are taken to local schools. An after school service is also provided for children age five to eleven years and children are collected from local schools. This operates from 3.00 pm to 6.30 pm. The nursery makes provision for children with special educational needs and for those who speak English as an additional language.

There are 14 members of staff including the cook, the owner and the manager. Eleven of the staff hold appropriate early years qualifications. Three staff are working towards a Level 3 qualification, the provider is currently studying towards a Early Years Professional Status award. They receive support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's individuality is mostly well recognised as staff have a thorough understanding of children's care needs. Policies and procedures are generally effective to ensure children are fully safeguarded and their welfare needs appropriately met. Well established relationships with parents and carers ensure they are kept well informed about their children's progress and partnerships with other providers of the Early Years Foundation Stage (EYFS) are evolving. The owner, manager and the staff work appropriately together to ensure previous recommendations are appropriately addressed. There is a very clear vision for the setting and they are in the process of ensuring an inclusive practice is promoted. The staff contribute to evaluating the provision and have started to identify some areas to develop, this along with support from outside agencies provides a secure basis for continuous improvement.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- promote the good health of children and take necessary steps to prevent the spread of infection 11/11/2009
- maintain records, policies and procedures required for 11/11/2009

the safe and efficient management of the setting and to meet the needs of children, this refers to the completion of risk assessments for all areas and daily recording of children's hours of attendance (Documentation).

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

- provide staff with easy contact details for the local safeguarding service agencies
- consider the re-organisation of staff deployment so that good role models are used to support those less experienced
- ensure children are provided with well-planned experiences based on their spontaneous play, both indoors and outdoors with particular reference to toddler aged children
- ensure observations are analysed and these are always used to inform the next steps in children's learning.

The effectiveness of leadership and management of the early years provision

Children's care and learning are generally well promoted because most staff have a sound knowledge of the requirements of the EYFS. Staff have a good understanding of most of their legal duties and responsibilities with regards to child protection issues. For example, safeguarding posters and flow-charts are easily available for reference, they are clear about the nursery procedures and who the designated staff members are to discuss any concerns. Safeguarding policies have recently been updated and are easily available in all base rooms for easy reference although they do not contain contact details for supporting agencies. Clear recruitment and vetting procedures ensure all adults are suitable to work alongside children.

In-house training and support from the local authority is effectively used to assist staff in their roles such as support in the implementation of the EYFS requirements. Resources in the pre-school base room are of good quality and are used well to achieve planned goals in learning and development. Some other resources in the younger children's rooms and outdoors are less well maintained. There are plans in place to develop the outdoor area so that this is used all year round. Systems such as the deployment of staff and staff room changes are generally managed appropriately so that children are not disrupted.

Most necessary records, policies and procedures are in place for the safe and efficient management of the setting and to meet the needs of the children. For example, detailed risk assessments are completed for outings and daily checks ensure children are safe indoors although occasionally these are not always completed so that some potential hazards in the toddler room are minimised. Most attendance records are completed accurately. However, on the day of inspection some departure times were seen not to be recorded. This is a breach of a

regulation. This means that in the event of an emergency information is not accurate to ensure children's welfare is protected. The owner ensures all staff are able to contribute to evaluating the nursery so that outcomes for children continually improve. For example, suggestions on promoting diversity and inclusion are effectively acted upon. In addition, recommendations raised at the previous inspection have been appropriately implemented and plans for the future are well targeted to bring about further improvement to the nursery and outcomes for children.

The owner and her team strive to provide a service that is inclusive for all children and their families. For example, staff members are taking positive steps to ensure children who speak English as an additional language are well supported. Individual care needs are well known and children's progress records are shared between rooms as they move within the nursery so that their learning and development can seamlessly continue. However, some interests are underdeveloped in the initial planning process. The partnership with parents is a key strength of the nursery; they are well informed through a number of ways about the service provided. For example, open sessions are held when children are not attending so that children's care and learning can be discussed without interruption. In addition, parents can express their views in a suggestions box and younger children have their own individual diary which means parents are well informed about their children's progress. The nursery is starting to develop systems to work with other providers of the EYFS to support the seamless delivery of this.

The quality and standards of the early years provision and outcomes for children

Staff have embraced the EYFS and have developed individual learning journals which are regularly shared with parents. There is an appropriate key worker system to support children to achieve satisfactory outcomes. A systematic approach is used to make sensitive observations of the children as they learn through play. These are mostly used to inform planning for the next steps in children's learning. However, planning is focused on covering one area of learning each day which potentially limits children's progress and learning. Children's interests and starting points are generally known well for those children who are progressing through the nursery. However, systems to ensure initial starting points and ongoing interests are fully utilised in the planning process is underdeveloped and the routine of the nursery means that activities for toddlers are not always linked to their individual needs and interests.

Challenges within the baby and pre-school rooms are appropriately provided throughout the children's day and in the adult-led focused activities. For example, babies' development is promoted through the organisation of resources such as climbing apparatus and tunnels. Attentive and caring staff devote their time to the children; they play with them and provide positive interaction so that children feel safe, settled and secure. For example, songs, nursery rhymes and continuous inclusion of children in discussions ensure that babies gain emotional security and build positive relationships with each other. Children in the pre-school room receive

a good balance of child-initiated and adult-led activities. Particular interests are well used in this room to ensure children make sound progress in their learning and development. For example, an interest in super heroes and cars are incorporated into planning. Children enjoy making various masks using an appropriate range of tools and staff skilfully recreate the home area into a garage. Real props such as car keys and tyres are used to promote children's imagination. They are able to share their knowledge of number and shape to resolve problems as they work together to repair a play bus. Negotiations take place and turn taking is effectively promoted.

Communication, language and literacy are well supported for pre-school children. For example, reflection time provides an effective opportunity to promote children's confidence in speaking within groups. Where necessary, staff modify activities so that all children can participate and are not excluded. For example, children who speak English as an additional language are supported to express their wishes through staff learning key words in their home language and the use of photographs. This means that children are helped to feel valued and fully included. Staff generally promote children's welfare and understanding of how to stay safe effectively through some effective procedures and practices within the setting. For example, children regularly take part in fire drills and older children create safety posters which reinforces their understanding. Some aspects of hygiene are adequately promoted. For example, tissues are easily available and children are encouraged to use these. However, occasionally staff do not always take necessary steps to prevent the spread of infections such as the use of an uncovered bin in the toddler room. Children enjoy nutritious and delicious meals freshly cooked on the premises, dietary needs are well known and vegetarian options are always available. Children are helped to understand right from wrong through positive interaction by staff members. For example, children are encouraged to say sorry if they have upset their friends.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- maintain a daily record of children's hours of attendance (also applies to the Voluntary Childcare Register) 11/11/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register (Records to be kept). 11/11/2009