

Adventure Tots Children's Nursery

Inspection report for early years provision

Unique reference number	310265
Inspection date	07/06/2010
Inspector	Rasmik Parmar

Setting address	Chapel House, Victoria Road, Padiham, Burnley, Lancashire, BB12 8RF
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Telephone number	01282 680822
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Email	
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Type of setting	Childcare on non-domestic premises
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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

Adventure Tots Children's Nursery is privately owned and was registered in October 2000. It operates from six rooms within a single storey building converted from a church in Padiham, Lancashire. The nursery caters for children from the local community and surrounding areas and operates a school holiday club for children aged over five years. It is open Monday to Friday from 8am to 5.30pm throughout the year. All children have access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 50 children may attend at any one time. There are currently 71 children aged from birth to five years on roll. At present, the nursery does not support children with special educational needs and/or disabilities or children who speak English as an additional language.

There are currently 13 members of staff who all have the level 3 qualification in early years. Of these, two members have the diploma, one has the foundation degree and one has the level 4 qualification in early years.

The nursery receives support from the Early Years Partnership and is a member of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a thorough knowledge and understanding of each child's individual needs and promote all aspects of children's welfare effectively. They have established a robust and effective partnership with parents. Staff have organised the learning environment effectively and have a thorough system of planning to ensure children receive a good balance of adult-led and child-initiated activities. Systems for observation and assessment of children's progress under the Early Years Foundation Stage are implemented effectively and identify the next steps in children's learning. Regular self-evaluation ensures that the nursery has a good capacity to maintain continuous improvement and that priorities for future development are promptly identified and acted on.

What steps need to be taken to improve provision further?

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

- make better use of the outdoor area to provide children with access to activities which promote their development in all six areas of learning
- promote children's independence and self-help skills during lunchtime
- improve the opportunities for children to learn about other people's cultures and lifestyles in order to understand and celebrate the similarities and

differences between them in a diverse society.

The effectiveness of leadership and management of the early years provision

Children are safeguarded through the good deployment of staff, effective supervision and appropriate procedures. Designated staff have a good awareness of child protection issues and the Local Safeguarding Children Board procedures. Good risk assessments are carried out for all areas used by children and for each type of outing. Effective procedures for recruitment are in place as the suitability of each staff member is thoroughly checked before they have unsupervised access to children. Staff are deployed effectively so that children are well supervised and supported. Good staff to children ratios are maintained to ensure children receive the necessary support to enhance their learning.

The nursery is bright, welcoming, clean and safe. Space and resources are organised well to support children's learning in all areas. They are of a good quality and suitable for the ages of the children to support their learning and development. Children confidently and independently help themselves to resources they want to play with and tidy them away when they have finished. This helps to build their sense of belonging. Staff are deployed effectively around the rooms to support children at their chosen activity. Equipment and resources promote equality and diversity, although opportunities for children to learn about other people's cultures and lifestyles in order to understand and celebrate the similarities and differences between them in a diverse society are not fully promoted. Children are well cared for in a fully inclusive nursery, where no child is disadvantaged. A newly developed outdoor area provides a soft play surface in a secure environment which is child-friendly. However, full use is not made of the large grassed outdoor area to provide children with access to activities which promote their development in all six areas of learning.

Links with other providers where children attend more than one setting are good as the nursery communicates with childminders and nurseries to ensure there is coherence in children's learning. Effective partnerships are in place with local schools where children will be moving to. Staff ensure a smooth transition from nursery to school as they provide a transition report to the teachers for the benefit of the children. Teachers visit the nursery to introduce themselves to children and find out background information about them. Staff have experience of working with specialist agencies and other professionals in order to provide effective inclusive care for children with special educational needs and/or disabilities.

Good partnerships with parents enable staff to get to know children well, which means they can meet their individual needs and plan for their continual development. Good written and verbal information is exchanged with parents to ensure consistency of care and awareness of procedures. There is good participation from parents in children's learning and development, which promotes better outcomes for children. Parents have regular opportunities to meet their child's key person and discuss their development through parents' evenings and informal discussions.

Management provide effective leadership and staff share good working relationships with one another. They continually evaluate the nursery and are striving for improvement so that children receive the best possible outcomes. Staff are well qualified and all hold current certificates in first aid in order to promote children's welfare. They all access good quality training regularly to enhance their knowledge in building their professional career. Regular exchanges of information through planning and team meetings ensure that staff are all appropriately informed of changes and are given the opportunity to share their views and thoughts.

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

Children enjoy a good balance of play and learning resources to support their development, which are easily accessible to promote independence. Staff have a secure understanding of the Early Years Foundation Stage, which they use to plan and promote children's learning and development successfully. Children's progress is monitored and assessed through regular observations. These are recorded to reflect their achievements and progress within the six areas of learning, illustrated by photographs. This information is used to prioritise and plan children's next steps in learning to ensure experiences are purposeful. In addition, staff organise a balance of adult-led and free-play activities throughout the day, including regular outdoor play sessions. This includes time for quiet play and reflection and purposeful activities with challenge. Staff interact with interest and enthusiasm, creating an active and lively environment for older children and a calm and nurturing environment for younger children.

Children are involved in a good range of activities, both inside and outside. Children use language well to communicate, making their needs known and talking about events in their lives. Some children draw recognisable figures and some can write their name. Staff engage children in conversation and encourage their thinking, for example, about sounds, shapes and numbers. Children enjoy singing familiar songs and like to join in with the relevant actions, which encourages their awareness of counting. They count, solve problems and have opportunities for exploring various materials, such as sand and paint.

Children are developing good personal skills and staff support children to develop confidence and self-esteem through good levels of independence and praising their achievements. Staff support children's positive behaviour by encouraging children to share and take turns and to respect each other and the staff. Children are well-behaved. They are positively supported by long periods of free play time and good levels of independence.

Children are well nourished and their health and dietary needs are consistently met. A healthy range of meals and snacks are provided which are prepared from fresh ingredients. Careful consideration is given to the nutritional balance of the meals and snacks across the day. Children discuss how the food will make their muscles strong, starting to build an awareness of the benefits of a healthy diet.

However, opportunities for children's independence and self-help skills during lunchtime is limited as staff are very efficient in setting out cutlery and serving food out for children. Children regularly use toys and equipment to promote their physical development. They benefit from being outside in the fresh air, increasing their physical skills as they play on the large apparatus or ride on sit and ride bikes.

Children know how to keep themselves safe. They take part in an emergency evacuation drill and are aware of the safety measures needed when playing inside and outside. Staff are proactive in taking young children and babies out for regular outings to the local shops, library and parks. Young children feel safe and secure in the care of staff. There are lots of cuddles given to babies, and toddlers are able to reach for their chosen activity easily and are well supported. Each key person knows their group of children well and acknowledges each as an individual with particular needs.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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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