

Dweezils Adventure Centre

Inspection report for early years provision

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Inspector Wendy Brooks

Setting address Unit 14, Westbrook Centre, Westbrook, Warrington,
Cheshire, WA5 8UG
Telephone number 01925 415531
Email enquiries@thedanleisuregroup.co.uk
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

Dweezils Adventure Centre has been open since 1992 and is one of 10 registered facilities owned by the Little Acorns Group limited. The pre-school operates from one room and associated facilities on the first floor, and the crèche and breakfast club use the room and associated facilities on the ground floor where the soft play structure is in place. The centre is situated in the retail complex on the Asda store site in Westbrook, Warrington. It serves children and families who live across a wide area.

The setting is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 40 children may attend the centre at any one time. The crèche provides care for a maximum of 25 children from two to eight years of age and is open from 12pm to 5pm Monday to Friday, 10am to 6pm on Saturday, and 10.30am to 4.30pm on Sunday. The pre-school provides care for a maximum of 24 children between the ages of two and five years. It is open from 9am to 3pm Monday to Friday during term time only and there are 25 children on roll. Of these, 18 receive funding for nursery education. The breakfast club provides care for a maximum of 25 children at any one time and is open from 8am to 9am Monday to Friday term time only. An after school group operates Monday to Friday, term time only and provides care for a maximum of 25 children. In addition, a holiday club operates during school holidays for children over two years of age. The centre supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The centre employs three members of staff, all of whom hold appropriate early years qualifications. The setting has established partnerships with local primary schools where children also attend.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare and development needs are met as staff have a clear understanding of children's individual likes, abilities and preferences. Observation and assessment systems are in place to ensure children's development is promoted, however, planning does not focus on children's individual learning needs. Effective partnerships with parents and carers have been established to ensure that children's welfare and development are well supported, although children's starting points are not recorded when they first attend the nursery. Children develop a good understanding of diversity. The management team have started to identify strengths and areas for development within the setting. Children's health and safety is protected, although written risk assessments do not include all potential hazards.

What steps need to be taken to improve provision further?

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

- ensure that children's starting points are recorded to enable their progress to be clearly tracked, and ensure that the observations and assessments are done consistently for all children, using the information gathered to plan activities which focus on children's individual learning needs
- ensure that the written risk assessments are extended to include each type of outing and remove all potential hazards from children's access.

The effectiveness of leadership and management of the early years provision

Staff are aware of their responsibility to protect children's welfare and appropriate safeguarding procedures are in place. Staff undergo appropriate checks before being left unsupervised with children. Written risk assessments are carried out in detail for all areas of the premises and for general outings within the local area. However, an individual risk assessment must be done for each type of outing and must be reviewed when potential hazards may arise through the use of new equipment or activities. Staff ensure children are protected from harm by using security measures, safety gates and age appropriate equipment. However, some items which may cause harm to children have been overlooked within the environment, including an air freshener canister and large scissors.

Effective partnerships with parents and carers have been established to ensure that children's welfare and development needs are known and catered for. Parents are provided with a welcome pack which details the routines and procedures of the nursery, and useful information is displayed around the setting. Children's development files are readily available to be shared with parents and staff invite parents into the setting for more formal discussions regarding children's progress twice a year. Several children attend different settings, such as local schools and nurseries, and staff ensure that partnerships are established to allow exchange of information as required to meet children's needs. Children who leave the pre-school once they reach school age have a transition record which is passed on to ensure appropriate information regarding children's progress and development is shared.

The setting has a positive commitment to equality and diversity. Children who attend with special educational needs and/or disabilities are fully included within the setting, and staff work in liaison with parents and outside agencies to offer appropriate support. Children's individual backgrounds are celebrated and staff use simple key words from children's home languages to support them as they settle in to the new environment.

The manager has started to complete a self-evaluation record, although this is not complete and has not been used as yet to identify areas for development within the nursery. The staff have worked together to identify some aspects of the setting they would like to improve, such as children's access to the outdoor environment. Steps have been taken to find ways to increase children's access to the natural environment as the setting does not have its own outdoor area and staff continue

to develop this aspect of the provision. Recommendations made at the last inspection have been met, such as increasing children's independence at snack time and ensuring children have free access to drinking water at all times.

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

The setting uses both the ground floor and first floor for children's access to equipment and resources and plans time in both areas throughout the day. The ground floor houses a large indoor soft play area which ensures that children have good opportunities to develop their large physical skills and keep themselves healthy during their time at the setting. Staff arrange walks within the local area which allow children opportunities to explore the natural environment and they plan activities, such as planting seeds, walks in the woods and caring for the pet hamster and goldfish, to support their understanding of the natural world. The first floor is arranged to allow children to make independent choices in their play. Areas are set out within the six areas of the Early Years Foundation Stage (EYFS) and ensure that children take part in a range of appropriate play and learning activities.

Children enjoy playing imaginatively with the small world characters as they act out scenarios with trains, cars and familiar characters. Children develop their creative skills while rolling, cutting and modelling with the play dough, digging in the sand pit, painting pictures and splashing in the water tray. Staff encourage children to share books and listen to stories, and displays within the setting support children's understanding of letter shapes and sounds, numbers and colours. Parents are encouraged to support their child's communication and literacy skills as they spell out familiar words, such as 'peg' and 'bag', when they drop children off at the setting. Children have opportunities to use computers where they develop their mouse control and number and counting skills through the use of age appropriate programs. They also develop an understanding of Information Communication Technology as they explore play tills, use keyboards to type on and telephones in their play.

Staff have a clear understanding of the areas of learning within the EYFS and provide a varied and interesting range of activities suited to children's interests and development levels. Observations and assessments of children's learning are carried out and recorded to demonstrate the progress children are making. Written plans are in place which cover the areas of learning and ensure children continue to be interested in the activities provided. These plans, however, are often general activities for the whole group and therefore not focused on children's individual next steps or learning needs. When children first attend the setting, staff do not make a record of their starting points and children attend for some time before any observations are recorded or a development file is introduced. This means staff are unable to fully promote children's learning from when they first attend.

Children begin to learn about keeping themselves healthy. For example, children are encouraged to wash their hands after using the toilet and can independently pour themselves a drink of water if they are feeling thirsty. Parents provide lunches from home and staff ensure they are informed of suitable choices and that

food is stored appropriately. A secure environment helps to protect children from harm and they are involved in regular fire evacuation drills to support their understanding of keeping themselves safe in an emergency.

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	3

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	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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

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