



Adventure Pre-School and Adventure OOS Club

Inspection report for early years provision

Unique Reference Number EY302288

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Inspector Rachel Ruth Britten

Setting Address Havannah Primary School, Malhamdale Road, Congleton, Cheshire, CW12 2DF

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Type of inspection Integrated

Type of care Sessional care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

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THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Adventure Pre-school and Out of School Club is privately run by partners who own a day nursery in the locality. It opened in February 2005 and operates from one classroom and a small activity area in Havannah Primary School in Congleton. A maximum of 24 children may attend either group at any one time. The pre-school group is open each weekday from 09.00 to 11.30 during term time only. The out of school group is open each weekday from 07.30 to 09.00 and 15.15 to 18.00, also

term time only. All children share access to part of the school playground which is safely enclosed.

There are currently 20 children on roll at the pre-school and 25 on roll at the out of school club. Of the 20 children on the pre-school roll, 18 are currently receiving funding for nursery education. Children mostly come from the locality and are attending, or will attend, the school following their pre-school experience. The pre-school supports children with special educational needs, but there are no children currently in attendance for whom English is an additional language.

The setting employs four staff at present, all of whom hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because practitioners follow current health and hygiene guidelines, policies and procedures. Staff are well informed through written procedures and these are followed during sessions. For example, they regularly check all areas of the setting for cleanliness and ensure that surfaces are cleaned with anti-bacterial sprays before and after meals. All staff are first aid trained.

Children understand simple good health and hygiene practices and are reminded to use these throughout sessions. For example, 3 year old pre-school children know where tissues are for blowing their nose and place these in the bin after use. Likewise, children have good levels of independence in using the toilet and washing their hands afterwards. They also understand that this is to prevent them from getting ill from germs.

Children enjoy regular physical activity because they play outside daily as part of the session routine. Out of school club children play team games and sports in the playground before darkness falls. Pre-school staff have a positive attitude to make outside play a stimulating part of the session, using large chalks, balls, and games painted on the tarmac to good effect. The activities help children to become fit and strong and also provides them with opportunities to practise moving about the setting safely and putting outdoor clothing on and off according to the weather.

The welcoming accommodation promotes children's emotional wellbeing because it is within the primary school. This facilitates good links with the reception class for pre-school children and helps them to feel part of the school community from an early age. Out of school club children enjoy the convenience of being adjacent to their usual classrooms without feeling that they are still in a schoolroom setting.

Children are well nourished and have a balanced diet because all snacks and drinks given in the setting are healthy and without added sugar. For example, out of school club children enjoy an imaginative menu of carrot and apple pieces, bread sticks and water. Staff are well organised, preparing snacks efficiently and presenting them well,

so that children enjoy the social aspect of meal times and can talk amongst themselves and with staff. This provides opportunities to learn about healthy eating. The timing of snacks and meals is also well planned to minimise interruptions to activity sessions.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, secure and safe indoor and outdoor environment. It is well decorated and organised to provide a broad range of activities, using equipment and toys of a high standard. Risk assessments and well-implemented safety procedures ensure that the setting remains safe and that children move around and make use of equipment safely. For example, emergency escape procedures are practised, the first aid box is taken out when children go outside to play, and socket covers are replaced as soon as an appliance is unplugged. Spillages are quickly cleared up and hot drinks are kept out of children's reach. Movements around the setting are carefully managed in the pre-school to ensure that children are grouped evenly around activities, leave large group activities one by one, and line up prior to going outside or coming in. These measures efficiently ensure children's safety in the setting. However, checks for gas and electrical safety are completed by the school and evidence of this has not been obtained by the owners. There is a small risk to children's safety if these checks have not been completed as required.

Children use a broad range of purposeful and developmentally appropriate toys and games, most of which are new. Out of school club members have chosen many of their games, such as mini-snooker, Bratz dolls, and letter and logic-based board games. Pre-school equipment and toys are accessible, well ordered and labelled so that children can actively assist with getting out and putting away toys. Displays, posters and information are stimulating and relevant to what children are learning in the pre-school and to what children have created in the out of school club. For example, a display of autumn leaves and hibernating animals supports the current theme in pre-school, while out of school club members are proud of the papier-mâché heads they have made as self portraits. These things combine to create a good sense of ownership for children attending both pre-school and out of school club.

Children learn to keep themselves safe because out of school staff are vigilant and supervise children well, whilst giving them maximum choice about the activities they take part in. Staff explain to children the consequences of any risky behaviour. For example, they remind pre-school children who have dressed up as horses and camels that they should not run because they will hurt themselves if they fall over.

Children are protected from abuse because staff have an adequate understanding of their role in child protection and are able to put appropriate procedures into practice when necessary. They are aware of what to do in the event of an allegation being made against them and know who to contact if they are concerned about a child.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled because staff make the environment welcoming and show a very good interest in each child's wellbeing. The structure of the session in pre-school is skilfully planned to provide maximum activity time, while toys and games are set out accessibly in the out of school club so that children are familiar with what is available. Children are developing confidence and self-esteem as well as developing positive relationships as they participate and succeed in group play. For example, out of school children play team games in the playground and staff join in. The various ages cooperate well together during large group times such as snack time, but mostly choose to play in small groups with their peers during free activity time.

Children use initiative and enjoy their time because staff are supportive and available to them. For example, pre-school children are helped into the animal costumes because they have chosen to act as animals, while out of school children go freely to staff to ask for a particular game of matching pairs cards that they want to use.

Children acquire new knowledge and skills because there is a well planned curriculum in the pre-school which is delivered by enthusiastic and committed staff. Children respond to the challenge that is provided because staff praise them generously and patiently show and explain new things to them. For example, children learn quickly about numbers and letters as these are explained and talked about through the activities linked to the current autumn theme. Equally, children in the out of school club learn how to make papier-mâché when they produce portraits of their heads. They also improve their skills in the games of table-football and snooker.

Nursery education:

The quality of teaching and learning is good. Children are making good progress in all areas of learning because staff are successful in providing for their personal, social and emotional development. Staff are fully committed to providing a welcoming atmosphere, a varied programme of activities which cover the six areas, and an approach which fosters relationships, self-confidence, good social behaviour and high levels of independence. For example, children are praised and encouraged when they share or show consideration for others by sharing their scissors, or including another child in their play at the sand or water. They are expected to dress themselves for outdoor play and attend to their personal needs themselves wherever possible, but staff skilfully work alongside them, prompting and demonstrating where necessary and praising children who help and assist others. As a result, children feel secure and can take initiative, moving around the setting with confidence to try most activities.

Staff have high expectations of what children can achieve in all aspects of communication, language and literacy as well as mathematics. As a result, children are making very good progress in these areas. For example, the Jolly Phonics literacy scheme and the Ten Town numeracy schemes are used to good effect and provide an accessible way of including parents in each child's continuing learning at

home.

Children have good opportunities to explore and investigate objects and materials. For example, staff show them how to forage in the large tray of autumn leaves, looking for little creatures, acorns and conkers, which they examine. They also look out of the window and talk about the weather they see before making up the daily weather board. This means that they are finding out about the natural world and their environment. However, little planned time is taken to learn and talk about the place they live, past and present events in their lives, and their cultures and beliefs. The impact of this is that children's learning in these aspects of knowledge and understanding of the world is limited. Nevertheless, children's sense of belonging and self-confidence does allow them to talk about their experience of these aspects during other play. For example, some children talk about their family's religious beliefs as they play outside on the painted number snake.

Children are developing good physical control as they move about the setting and enjoy daily outdoor exercise with a variety of physical challenges. The outdoor area presently offers a wide choice of skipping, running and hopping games on the painted numbers, clocks and shapes. Good use is also made of balls and ride on toys outside to promote children's coordination skills. Children show good awareness of space indoors too. For example, they gather in an orderly way for circle, snack and lining up times. This is because staff use listening symbols and simple rhymes to support their verbal directions. Children also handle construction and malleable materials safely and with increasing control. For example, they fill the buckets of sand with spades and pat it down, and they mould the play dough to form the shape of their number card. Children recognise the changes in their bodies when they are active, the importance of keeping healthy and what contributes to this. For example, they talk about what clothes they put on for playing outside and why it is good for them to play outside and eat healthy foods and drinks.

Creative development is well provided for in the aspects of exploring media and materials. For example, there are good opportunities for children to choose materials to decorate their card to a child who is moving away. However, the use of music, dance, role play, and acting out is limited. This means that children have less opportunity to express and communicate their ideas. Staff appear to be less confident to spend time helping children to develop and extend their role plays even though staff are skilled in story telling.

Overall, the quality of teaching in sessions is good. Activity planning covers all areas of learning and is easy to follow. Staff expect the most from children and use methods that help all children to learn effectively. They also use innovative ways to encourage children with special needs to participate. For example, a seat is put out by a staff member to encourage a child who does not join the group to do so for story or circle time. Staff are successful in using their knowledge of how children learn, when presenting them with new ideas. For example, they praise children for listening well and always speak positively and clearly to them. However, the evaluation of activities, the gathering of evidence, the assessment of children's individual achievements and the use of this information to inform planning for each child's next steps is weak, except in the application of the literacy and numeracy schemes. This means that the level of challenge for some children may be too low, or for others, too

high. Nevertheless, children's levels of enthusiasm and interest in the sessions are not adversely affected.

Helping children make a positive contribution

The provision is good.

Children join in, take responsibility and play a productive part in the pre-school setting because daily sessions are well structured to help children feel at home from the outset. For example, the pre-school session starts with an introductory circle time and positive song to welcome one another and have a happy day. All aspects of the session then promote children's responsibility for themselves and others as they play. For example, they find their own name plate for the daily display; they find their own coat and hat for going out to play and put it on; they assist with tidying up; they are expected to join in with reading time by coming to the cushions and selecting a book to look at.

All children are included fully in the life of the setting because staff skilfully use their time to encourage children with concentration, behaviour or other special needs to join in with group activities as much as possible. Staff explain carefully what is coming next and make it easier for children to conform, by warmly praising wanted cooperation and ignoring non-participation as much as possible. Children develop self-esteem and respect for others because staff devise ways of involving and listening to them throughout sessions. For example, pre-school children have a chance to ring the bell to signify the end of outside play. Out of school club children learn about good natured competition as they win and lose in snooker or table-football competitions.

Children's individual needs are met well because staff are strongly committed to inclusion. They liaise well with parents and relevant professionals to ensure that they all work together for the benefit of children with any particular needs. Staff also help children to be aware of the needs of others and warmly welcome acts of kindness. For example, when a child gives some of his play dough to another child, both the child and the staff member say "thank you" to the child for sharing. This is an example of how the setting fosters children's moral and social development.

Children understand responsible behaviour because staff are firm and fair with them, giving clear explanations of what children should do, and generous praise for their cooperation. For example, they say: "good listening, fantastic". Out of school children have been involved in jointly evolving their own behaviour rules and have the further incentive of the weekly 'special award certificates' to aim for. They speak politely to staff, for example, by saying "thank you for having me" as they leave in the evening.

The quality of partnership with parents and carers is good. Children receive consistency of care because staff work well together with parents. Staff are approachable and interested and make time to speak to parents. For pre-school, the quality of enrolment information, including information about the early learning goals, is excellent for introducing the curriculum and the setting's aims. Parents are involved in their child's learning at home because details of the theme, and suggestions of what can be done at home to enhance children's progress, are regularly given.

Parents express high levels of satisfaction with their children's progress and the quality of the setting and staff. However, parents do not have a formal opportunity to share their child's starting points when they begin at pre-school and do not have a key worker with whom to discuss the details of their child's progress. In addition, progress reports and evidence of children's progress are not available except when Step by Step profiles are completed twice yearly. These weaknesses impact on individual children if staff fail to correctly identify and address children's individual next steps for learning.

No complaints record for the pre-school or out of school is available and pertinent policies and information are not displayed. This means that parents may not have access to all the setting information which they require in order to be fully informed and confident that the setting is the right placement for their child.

Children's spiritual, moral, social and cultural development is fostered adequately. Their moral and social development is fostered well throughout the life of the setting, but their cultural and spiritual development is less well provided for.

Organisation

The organisation is good.

The leadership and management of the nursery education is good. Managers have a clear direction to provide a setting which the host school can be proud to house. They aim to provide a good pre-school experience and also support the continuing care of school age children who require out of school care. They develop solid professional and caring relationships with staff and aim to support their professional development through supervision and time for courses. A daily communication book works well, ensuring that leaders and managers are well informed about issues of the day and can act promptly to rectify any problems with resources, children, staff or parents. Leaders also evaluate their strengths and weaknesses well and are open to suggestions about how to improve the setting further.

Leadership and management contributes directly to children's progress towards the early learning goals because activity planning is well written by managers to ensure that each of the areas of learning are focussed upon daily. Managers have daily contact with the supervisors delivering the service, to ensure that practitioners understand and implement these plans. They also work directly with children when staffing difficulties require this. However, evaluations of activities and ways to regularly record individual children's progress have not been evolved by leaders to assist staff in individual planning.

Recruitment and vetting procedures work well to ensure that children are well protected and cared for by staff with knowledge and understanding of child development. Staff also have adequate opportunities to improve their knowledge by attending courses and workshops, using this knowledge effectively to provide children with a wide range of learning experiences. For example, the literacy and numeracy aspects of the curriculum are strongly delivered using a variety of successful media following training received. In addition, techniques learnt through training courses enable behaviour and daily routines to be well managed, making

innovative use of songs, symbols, light and sound.

The organisation of the day care promotes positive outcomes for children because sessions have been planned to maximise time for outdoor and indoor activity, with minimal movements around the setting for snacks or personal care. For example, children go outside straight after circle time, early in the session. They then go to the toilet, wash hands and sit down for snack. When this is finished, the remaining session time is all devoted to activities and then a final circle time. This means that children usually only stop for toilet, hand washing and tidying up once in the session.

Staff deployment also contributes well to children's good health, safety, enjoyment and achievement and ability to take an active part in the setting. The two staff work cooperatively together to effectively support the whole group. They are vigilant and have a clear sense of purpose as they spread their observation, assistance, support and teaching to all the children attending. They are successful at motivating and enhancing children's enjoyment and social skills. However, the individual achievements of children are compromised because there is no assigned key worker for each child and no one person responsible for assessing and furthering their progress.

Policies and procedures work generally well in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. For example, child details and consent forms provide sufficient information to enable good care to be given and records of accidents, incidents, and medication are properly kept.

The provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable. This is the first inspection since registration.

Complaints since the last inspection

There are no complaints to report.

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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.
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The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that gas, electrical and other appliances and fittings conform to safety requirements and do not pose a hazard to children
- ensure that a record of all complaints is maintained
- ensure that every child is allocated to a member of staff who is mainly responsible for their daily care and for sharing information with the parent.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that each individual child's achievements are maximised through regular assessment, evaluation and adaptation of the planning, so that staff know what work is needed for children to take the next steps in their individual learning
- ensure that children experience activities which cover all aspects of 'knowledge and understanding of the world' and 'creative development', particularly cultures and beliefs; sense of time and community; imagination and music
- ensure that parents have access to the curriculum planning, key policies, evidence of the children's work, progress reports about their child, and opportunities to share what they know about their child.

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