



Adventure Pre-School

Inspection report for early years provision

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Inspector Ceri Ann Mills

Setting Address Adventure Pre-School, Grove Hall, Grove Park, Carshalton, Surrey, SM5 3AL

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Registered person Beverley Mallen

Type of inspection Integrated

Type of care Sessional 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 has been registered since 1992. It is privately owned and operates from the Grove Hall, in Carshalton, Surrey. Children have access to 1 hall and an enclosed outdoor play area.

The pre-school is open each week day during term time from 09:30 until 12:00, with an optional lunch club until 13:00 on a Tuesday and Thursday. Afternoon sessions operate from 12:45 until 15:00 on a Monday, Tuesday and Thursday.

During some school holidays a play scheme operates from 10:00 until 14:00. This part of the provision was not observed at the inspection.

The pre-school may care for up to 26 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 54 pre-school children on roll, of these 28 receive funding for nursery education.

The pre-school supports children with special education needs and children who speak English as an additional language.

There are 4 staff employed who work directly with the children each session, plus the owner.

There are 3 staff who hold appropriate early years qualifications and 1 member of staff who is currently working towards a childcare qualification.

The pre-school receives support from the Local Authority Early Years and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is promoted well by the setting because staff apply stringent procedures for ensuring the premises and facilities are very clean and hygienic before and after each session. Children in the pre-school learn about health and hygiene and how to look after themselves through personal routines. They automatically wash and dry their hands before snack and after toileting, and put used tissues in the bin. Children understand why these measures prevent the spread of infection because staff support their learning of healthy practices through discussion and visual aids.

All children's health and welfare needs are appropriately met because at least half of the staff are first aid trained and know how to deal with accidents and the administration of medication. Records relating to accidents are efficiently maintained and shared with parents. Staff act in the child's best interest and have regard for emergency procedures. However, the setting does not secure written permission from parents to seek treatment or advice in the event of an emergency, which means children's health is not always safeguarded.

Children have regular opportunities to be active, which keeps them healthy and promotes a positive attitude towards exercise. The spacious hall means even in poor weather, children can enjoy physical play, such as climbing and balancing. Pre-school children enthusiastically participate in the weekly "fit and fun" session which helps them to develop and refine a wide range of skills.

Children benefit from the social occasion which is created during snack time and at lunch club. Staff and children relax and chat together about children's interests and about the food they are eating. At snack time children have a choice of milk or water to drink. Fresh fruit is mostly offered because the setting is keen to promote healthy eating habits. All children's dietary needs are effectively met because staff are very well informed about children's individual specialist requirements, as a result of information provided by parents.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a safe and secure environment because staff are vigilant in ensuring their safety. A visual risk assessment of the premises is carried out before the start of each session and where hazards are identified, prompt action is taken to protect children. For example, on the day of the inspection the manager arrived at the setting to find damage to a window. The council were immediately contacted and repairs were carried out swiftly, ensuring children's safety.

Staff deployment is very good, which ensures children are well supervised at all times, including outings. Children benefit from being taken out for local walks and to visit places of interest as they develop a greater awareness of safe practices, such as crossing the road.

Children are effectively protected from adults who are not vetted. Visitors are not able to gain access to building without alerting staff who thoroughly check identification and record their presence. Most staff have undertaken training in child protection, enabling them to follow appropriate procedures to safeguard children. Child protection policy documents are made available to all parents so they know that a child's safety and welfare is the setting's first priority.

Children in pre-school develop a clear understanding for the appropriate use of equipment to promote their own safety and the safety of others; this is enhanced by the effective explanations given by the staff. There is a broad range of safe and suitable play materials that appeal to children of varying ages. Staff check items as they are used to ensure there are no broken toys that could harm a child.

Regular fire drills mean staff and all children are fully aware of the routine for evacuating the building in the event of an emergency.

Helping children achieve well and enjoy what they do

The provision is good.

Children clearly enjoy being at the pre-school and those familiar with the setting are quick to engage in their chosen activity on arrival. Less confident children receive lots of reassurance, which helps them to feel secure and comfortable as they begin to separate from their parents.

Staff work hard to create a bright and child centred environment by displaying many

examples of children's work and setting out appealing and accessible equipment. This results in children showing great interest in their surroundings and develops their decision making skills.

Children play with a broad and balanced range of resources which support their development in all areas of learning. Staff carefully plan appropriate activities to meet the needs of the three different age groups of children who use the setting. Children who attend the play scheme have a varied and stimulating programme of activities which are linked to a seasonal theme, such as "On Safari" or "Glitter Christmas".

Children in pre-school show good imagination as they express their ideas through role play, such as, "serving customers at the garden centre".

Younger children benefit from an adapted session which helps them to develop their independence and gives them plenty of time to practise new skills. Their curiosity and investigative skills are greatly enhanced at the exploration table, as they delight in watching the changing substances and handle different textures.

All staff engage children well in activities and are very attentive to what children say and do. They respond positively to children's questions and provide many opportunities for children to enhance their vocabulary and to think about the world around them. For example, a child shows curiosity about the tissue paper covering the window. Good explanation and use of open questioning from the staff member raises the child's awareness of the sun and basic concepts of time.

Relationships between staff and their key children are very good. Pre-school children feel secure and confidently approach adults for support. Lots of praise is given which helps children feel good about themselves and their achievements.

Children of all ages and varying abilities develop and achieve well because staff effectively use the framework for Birth to three matters and the Foundation stage curriculum, which is evident in the planning. Short term plans clearly show what children are expected to learn. Children benefit from working in their small structure groups as key staff know them well and set appropriate challenges for individual children.

Nursery Education

The quality of teaching and learning is good. Children make positive progress towards the early learning goals because staff fully understand the Foundation stage for learning. Children's individual development is monitored well from the start. An initial assessment of children's attainment is carried out in conjunction with parents, after which key staff undertake regular observations. The assessment records give a clear picture of how most children make progress. However, where extension activities are provided for more able children, the record of progress is less clear.

Through well planned topic work children learn about the world around them and past and present events.

Children have good self-care skills. On arrival they confidently hang up their coats

and independently find their own names which helps children feel a sense of belonging. Children spend a good length of time concentrating on self-chosen activities, such as the computer and construction toys. Children show pleasure in their achievements and are delighted when staff reward their efforts with stickers. As a result, children feel valued and show increasing self-confidence.

Children learn to share resources and work well together. For example, during role play children negotiate the swapping of telephones, notepads and pencils as they act out "working in an office".

Children participate enthusiastically at group singing and enjoy story time. They handle books with care and spend time in the inviting book corner "reading" and sharing familiar stories with friends, occasionally pretending to be staff. Regular visits to the library encourages children's appreciation of books and develops their awareness of the local community.

Children develop a good awareness of other people's cultures as they celebrate many festivals throughout the year.

There are plenty of pre-writing activities available, such as painting. Children learn to represent letters with marks and many are able to write their names competently. Staff support younger children's hand writing skills well by adapting resources.

Children show a good understanding of counting and have opportunities through many routine parts of the session to re-enforce and build on their mathematical knowledge. Children use their fingers to represent numbers and many recognise numerals which are displayed around the hall and on equipment, such as, cash registers and calculators.

Good staff interaction develops children's understanding of simple calculation. When singing action rhymes, such as "Five speckled frogs", children learn about subtraction.

Children use a variety of small tools as they create different shapes in the sand and with play dough. They compare size and quantity as they play with construction toys.

Helping children make a positive contribution

The provision is good.

Staff set a good example by showing respect for children and adults alike. Staff encourage children to enjoy all resources and activities. There is a range of toys and resources that reflect all people in society and topic work introduces children to different cultures, therefore, children develop a positive attitude towards diversity.

There are good systems in place to support children with special needs and those who speak English as an additional language. Close liaison with parents and support agencies ensures all children's needs are well planned for and met. At registration time, children welcome everyone into the group both verbally and by using sign language. As a result, children begin to understand the differences and similarities

within society.

Staff have a good understanding of effective behaviour management for all age groups within the provision. They use positive strategies and as a result, children behave very well. Praise and encouragement make children feel good about themselves and help them develop self-control.

Children enjoy taking on responsibilities within the setting. For example, a nominated "helper" is selected each day whose duties include serving drinks at snack time, and older children willingly assist the younger children as they tidy toys, which helps to build their confidence and self-esteem.

Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is good and contributes towards children's achievements. Staff gather relevant information on the registration forms which ensures children's individual needs are fully met. There is an established procedure for new parents which introduces them to the setting's policies and gives guidance on the curriculum, which helps them to understand how their children learn and develop through play.

A weekly plan is displayed on the notice board so that parents know about the current topic and how it links to the areas of learning.

An effective key worker system operates which secures good links between home and the setting. Parents have good opportunities to share information about their children with those caring for them, so key staff get to know the children extremely well. Each term key staff meet formally with parents to share information about their child's on going achievements and progress.

Parents play an active part in the life of the pre-school by helping to fund-raise for the setting and other beneficiaries.

Organisation

The organisation is good.

Children's care, welfare and learning is effectively enhanced as a result of the commitment of well qualified and experienced staff. All adults working in the setting are suitable to do so because of the robust recruitment and induction procedures in place. Staff have a very good understanding of their roles and responsibilities and the clear operational plan is effective in ensuring children of all ages are provided with high levels of support.

Children benefit from the inviting and well organised environment which staff work hard to create. The hall is attractively arranged so that children are able to participate and gain fully from an appealing range of resources. The schedule of the session allows children plenty of time to see activities through and achieve positive results. Children spend valuable time together at registration and in their key work groups, providing them with opportunities to engage in conversation about things that are

important to them and explore the current topic.

All mandatory documents for the safety and well-being of the children are in place and efficiently maintained. Staff take responsibility for observing and recording the developmental progress of each of their key work children. The information is shared with parents at regular intervals which ensures they are kept fully informed of their child's achievements.

All staff are actively involved in the planning and evaluating of activities. Their secure knowledge of the Foundation Stage curriculum and Birth to three matters framework ensures the setting meets the needs of the range of children for whom it provides.

Leadership and management is good. Children benefit from the setting's many strengths and from the management's commitment to identify areas in which further development could be made. The pre-school is currently working towards accreditation of which part of the process involves self- evaluation of practices and procedures.

Children make good progress towards the early learning goals because of the setting's strong focus on the personal development and achievement of all children. Staff meet regularly to plan a varied and stimulating education programme. The staff team is motivated and consistent, ensuring continuity of care across all aspects of the provision. Regular appraisals allow the management to assess staff performance and identify ongoing training to further enhance the expertise of staff and the rich experiences offered to children. All staff have opportunities to attend a range of early years training courses and two members of staff are currently studying for early years degrees.

Improvements since the last inspection

At the last care inspection, the provider was asked to devise the following written procedures; for the non collection of children; for the safe conduct of outings; for protecting children from persons not vetted and to ensure only authorised persons collect children (holiday play scheme).

The provider has acted on all the recommendations by ensuring procedures and documentation is in place for the safety of the children and efficient management of the provision.

The following point for consideration was raised at the last education inspection; to provide resources so children have more opportunities to design and make things.

This has been addressed by providing an arts and craft trolley which children freely access. Children select their own tools and materials to design and make things. The planning shows children have regular opportunities to work creatively and express their ideas in art and craft.

Complaints since the last inspection

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.

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 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 written parental consent is sought for emergency medical advice or treatment

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):

- devise a consistent system to show all children's next steps for learning

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