

# Evesham Adventure Playground

Inspection report for early years provision

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**Unique reference number** 205234  
**Inspection date** 14/02/2011  
**Inspector** Diane Hancock

**Setting address** Evesham Adventure Playground, Woodlands, Evesham,  
Worcestershire, WR11 1XH

**Telephone number** 01386 442154

**Email**

**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

Evesham Adventure Playground opened in 1984 and offers a range of childcare facilities in Evesham. The holiday club operates from within the community centre and the pre-school operates from a mobile classroom. The setting serves the local area and has links with local schools. There is a fully enclosed play area available for outdoor play. An on-site forest school is used by children attending the setting and also children who visit from other groups.

A maximum of 18 children may attend the pre-school at any one time and a maximum of 30 children may attend the out of school club at any one time. There are currently 24 children in the early years age range, of whom 12 children are funded. Children attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities, and children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 9am until 3pm Monday to Thursday and Fridays from 9am to 1pm. The out of school club runs during the holidays from 8am until 6pm for children aged from four to under eight years old. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

There are four members of pre-school staff who work with the children, one of whom works part-time. Two members of staff have an early years degree and one has an early years professional qualification. One member of staff has an early years qualification to National Vocational Qualification level 3. The setting receives support from a mentor teacher from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children have a wonderful time in this caring, friendly and stimulating environment. Children make good progress in their individual learning and development because staff have a good knowledge of how to support children and provide a good range of indoor and outdoor resources and activities. Their individual welfare needs are met very well because staff work closely with parents and, where appropriate, with outside agencies. However not all welfare requirements are met. The manager, staff and committee are committed to reviewing the practice, work closely with early years team and have made significant improvements demonstrating their capacity to improve.

## What steps need to be taken to improve provision further?

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

- ensure all committee members have a clear understanding of their roles and

responsibilities.

## **The effectiveness of leadership and management of the early years provision**

The provider has committed an offence by failing to notify Ofsted of changes to the individuals who are members of the pre-school's governing body (the committee). This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion. The setting has not followed correct procedures, however, they have undertaken Criminal Record Bureau checks on new committee members to ensure they are suitable to have responsibility for the setting. Robust employment and formal induction procedures are in place to ensure all staff are suitable to work with children, however, information for committee members is less clear. Children are protected effectively because all staff have undertaken safeguarding training and carry out effective procedures working well with other agencies when appropriate. Children enjoy a safe and secure environment because very effective systems are in place to complete risk assessments and regular safety checks having been carried out to ensure that all hazards are removed or minimised. New detailed and effective policies and procedures are in place to safeguard children and ensure a smoothly run setting. Children are well supervised with adult-to-child ratios being met or exceeded. Children are cared for in a reasonably clean environment with appropriate hygiene and nappy-changing procedures. Appropriate records are kept and procedures are followed to ensure children's health and care needs are well met.

Children enjoy the care of a very well-qualified team of staff who work together effectively. Children make good use a wide range of good quality resources, both indoors and outside in all weathers.

The new manager of the pre-school has implemented a lot of changes to improve the learning environment including more suitable equipment and layout of the room. Resources are more easily accessible and increased opportunities for free-flow play between indoors and outside for children and flexible planning to meet children's needs has been implemented. Views of children and parents are actively sought to involve them in planning and decision making. Communication with parents and other agencies has improved with greater sharing of information to promote children's welfare and development. The setting effectively evaluates their practice regularly to ensure children's needs are met, such as changing the arrangements for snack time. A detailed self-evaluation document is in place and updated regularly, identifying areas for future development including the use of the outside area and development of the website. The recommendations from the last inspection have been fully addressed and significant improvements have been made to the planning of activities and self-evaluation. Children also have increased opportunities to learn about healthy living through specific topics such as dental care, stories, cooking, healthy eating stickers, a new lunch box policy, healthy snacks and participating in 'Change for life'.

Children thrive because of the excellent partnership between their key staff and

their parents. Staff spend time getting to know new parents and children to enable them to settle well and meet their care and learning needs well. Regular sharing of information verbally and through documentation ensures parents are very well informed, for example, through newsletters, half-term reports, 'learning journey' books easily accessible at all times, displays and noticeboards. Staff have very good relationships with parents and provide support and advice such as on behavioural strategies. Parents comment that their children love coming, gain confidence, play well with others and have great relationships with staff. They appreciate being well informed and work closely on issues such as toilet training.

Children with special educational needs and/or disabilities and children with English as an additional language thrive because the nursery staff work closely with outside agencies and use methods such as sign language and visual aids to provide the best possible support for such children. Children benefit enormously with the good links with the local school to ensure a smooth transition. The setting liaises with childminders to ensure consistency of care and has appropriate strategies in place for working with other Early Years Foundation Stage providers if needed.

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

Children thoroughly enjoy their time in the pre-school and the holiday club. Staff have very good relationships with the children as they share affection and a sense of humour as they interact and play with them. Children make good progress because all staff have a very secure understanding of how to plan and provide appropriate activities and play opportunities that are based on children's current interests and meet their individual learning needs.

Children are friendly, sociable and play well together in a wide range of activities such as pretending to play shops, with the cars, number card games or in the sand tray. They make good progress in their language and confidence as they participate actively in circle time, sharing their views about what they have done and talking about the weather and days of the week and singing songs. Children eagerly sing while playing musical instruments together. Children have a choice about what they want to do and if they want to do a quiet activity instead they can do this.

Children have a good appreciation of books and very much enjoy time sitting with staff reading stories. Children from a young age have confidence to tell stories and share news in front of the whole group. Staff praise children and give them a good sense of achievement as they undertake new skills such as cutting, pouring their milk or glue, spreading butter on crackers and putting on their coats. Learning self-care skills and encouraging children to take responsibility through helping to prepare snacks and tidying away are given a high priority. These are good skills for their future. Staff use these everyday routines to help children learn their numbers and mathematical skills, for example, calculating how many plates are needed and working out how they know that a cracker is square. Children are encouraged to think about others and if they are having a disagreement over sharing a toy they

are encouraged to think of ways of solving this problem.

Children develop their creative skills as they enjoy a wide range of creative activities and media often relating to the topic such as Chinese New Year. Children have opportunity to explore different senses and textures as they play with shaving foam and make pictures with herbs. Children have regular opportunities to do forest school as they explore the natural environment.

Children develop an awareness of their personal safety. For example, when using knives and scissors explanations are given. They are encouraged to say 'no, thank you' if they don't want something to happen to them while playing. Children have a good knowledge of road safety and fire safety and these are given high priority with regular discussion and practices. Children are enthusiastic to help tidy away to maintain a safe environment. Staff have good relationships with the children and children freely initiate conversations about events in their life demonstrating they feel safe and secure with staff.

Children develop a very good awareness of healthy eating and lifestyles through topics and discussion. They have plenty of opportunity for fresh air and physical exercise as they play outside using a range of resources. Children's welfare is supported very well. Children's individual health and care needs are well met. Children eat nutritious snacks provided by the pre-school and parents. Children demonstrate good personal hygiene and use of paper towels and explanations for why put we need to put our hand over mouth when coughing to prevent cross-contamination.

Children behave well as they become engrossed in their play and learning. They respond well to the positive strategies in place to promote good behaviour and the examples set by staff.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
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	3
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	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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