

# Big Adventure Club (Greendown)

Inspection report for early years provision

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<b>Type of setting</b>	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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Big Adventure Club at Greendown was registered in 1994. It consists of an after school club and a holiday club. The after school club operates from a mobile classroom within the grounds of Greendown Community School in the Grange Park area of Swindon. The holiday club operates from the same site but also has the use of nine classrooms and a school hall. Children share access to a secure enclosed outdoor play area. The after school club is open five days a week from 3pm to 6pm during term time and the holiday club runs from 7.30am to 6pm during school holidays. Children come from a wide catchment area. A maximum of 150 children between the ages of four and eight may attend the club at any one time, with no more than 24 children within the early years age range. There are currently 113 children aged from four to under eight years on roll including six children within the early years age range. No children attending the club receive early years funding. At the time of the inspection there were eight children present, including one within the early years age range. The group supports children with special educational needs and/or disabilities and children for whom English is a second language. The club employs two members of staff. Both have National Vocational Qualification Level 3 (NVQ L3). The club is on the Early Years register and on both the voluntary and compulsory parts of the Childcare register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The overall quality of the provision is good. The setting successfully provides a happy, inclusive and caring environment so that children are safe and secure. Adults are well qualified and guide children appropriately, although sometimes they miss opportunities to accelerate children's progress by ensuring that questioning is focused on learning. Relationships are good so that all children feel valued and respected and behave well. Self-evaluation procedures are accurate and effective. The club is committed to the ongoing development of the quality of the provision and demonstrates a good capacity to make further improvements.

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

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

- stimulate children's thinking and accelerate their progress by ensuring that adults' questioning has a clear focus on learning.

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

Procedures for the day-to-day management of the setting are good so that the club runs very smoothly. Systems for ensuring that children are safeguarded are robust and thorough. All risks have been assessed and the setting is safe and secure. All appropriate policies, records and procedures are in place and are used well to promote children's welfare, including up-to-date staff vetting and suitability checks.

Self-evaluation procedures are good so that the setting is well placed to make further improvements. The setting has an accurate picture of its strengths and development needs and the staff are committed to further development of the quality of the club. The key issue identified at the time of the last inspection has been successfully addressed so that children are always offered a healthy snack at tea time. Adults are well qualified and have a good understanding of the Early Years Foundation Stage curriculum. Adults make regular observations of children's learning and development. These provide a valuable record of children's achievements and progress and are used to support subsequent planning.

The club is inclusive so that all children are treated equally, regardless of their ability or background. Warm, positive relationships enable all children to participate fully in activities. The setting works effectively with parents and carers and with a range of agencies and schools to support children's well-being. Good quality resources are organized and managed well to successfully promote children's learning and development. Activities include good opportunities for children to develop awareness and understanding of people from different backgrounds and beliefs.

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

Adults have successfully created a warm, welcoming and secure environment so that children are happy and develop a sense of belonging. Children enjoy their time in the club and make choices from a range of interesting activities including art and crafts, role play and construction activities. Planning ensures that activities reflect all six areas of learning and children play an active part in making decisions about the options available. Adults are attentive and actively listen to the children and relationships are good. As a result, children feel safe and valued and make good progress, particularly in the development of social and personal skills. For example, children learn to take turns whilst playing pool and enjoy chatting with adults about their day at school.

Children play safely and use equipment responsibly. They learn about road safety and understand why it is important to wash their hands before they eat. There are

daily opportunities for physical play during which children are able to select from a good range of resources. The club has access to a large, secure outdoor area and children's enthusiastic participation in outdoor activities supports the development of healthy lifestyles very well. Children sit at tables to enjoy a well-balanced tea and chat sociably with adults and their friends about their day in school. Positive adult role models successfully promote good table manners and children are consistently well behaved so that they make a good contribution to the club and are well prepared for the future. There are plenty of opportunities for children to talk whilst engaged in activities and adult interaction plays a positive role in the good progress made in social and communication skills. Children demonstrate respect for adults and for each other and completed art work, such as Diwali patterns, reflect their growing awareness of different cultures and beliefs.

Adults show a good knowledge of the learning, development and welfare requirements and the Early Years Foundation Stage guidance. Adults know the children well and generally make good use of questioning to explore and extend children's understanding. For example, one child made good progress in the development of knowledge and understanding about the world around him whilst drawing a minibeast he had found and talking with an adult about its features. However, occasionally adults' questions are not sufficiently focused on learning in order to stimulate and extend children's thinking. This means that opportunities to maximize learning and accelerate children's progress are sometimes missed.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

<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	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

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