

# Thames Valley Adventure Playground

Inspection report for early years provision

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**Unique reference number** EY260492  
**Inspection date** 25/10/2011  
**Inspector** Victoria Vasiliadis

**Setting address** Bath Road, Taplow, Maidenhead, Berkshire, SL6 0PR

**Telephone number** 01628 628599

**Email**

**Type of setting** Childcare - Non-Domestic

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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

Thames Valley Adventure Playground was registered with Ofsted in 2003. The setting operates from two ground floor, wooden, purpose built buildings. All children share access to a fully enclosed outdoor play area. The group is open each Tuesday to Thursday from 10.00am until 3.30pm during school holidays and every Saturday from 10.00am until 3.30pm. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting may care for no more than 30 children under eight years, of whom, no more than 15 may be in the early years age range. There are currently 13 children on roll in the early years age range. Children in the later years age range are also in attendance. There were no children present when this inspection took place. The provision employs six full time members of staff, all of whom hold appropriate qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The provider demonstrates through discussion a clear understanding of how children learn and develop and the provision is suitably resourced. Policies and procedures support children's welfare soundly, although some of the required documentation is not maintained. Overall, the systems for reflective practice are ongoing, although staff are not always able to consistently seek the views of parents and children. The provision continues to work on areas for development and demonstrates a satisfactory capacity to maintain continuous improvement. There are effective systems in place to promote partnership working between parents, carers and others involved in the care of the children.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure the safeguarding children policy includes the procedures to be followed in the event of an allegation being made against a member of staff (Safeguarding and promoting children's welfare) 09/11/2011
- maintain records of the information used to assess suitability of all staff to demonstrate to Ofsted that checks have been done. Such records must include the unique reference numbers of CRB Disclosures obtained and the date on which they were obtained (Suitable people) 09/11/2011

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

- develop the systems for involving parents and children in evaluating the strengths of the setting and areas for development that will further improve the quality of the provision for all children.

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

Through discussion, the provider demonstrates a sound understanding of how to promote children's safety and welfare. For example, all staff complete child protection training to ensure they remain up-to-date with current issues. All staff and volunteers are subject to an induction process. The process includes ensuring that staff are made aware of the provisions policies and procedures in relation to child protection and safeguarding. However, the safeguarding policy lacks information about the procedures that should be followed in the event of an allegation being made against a member of staff. This is a breach of a specific welfare requirement, although through discussion, the manager is well aware of the action to take to safeguard children.

The setting has appropriate systems in place to ensure that those persons working directly with the children are suitable to do so. However, the manager was unable to provide evidence to confirm that one member of staff working directly with the children has completed a Criminal Record Bureau (CRB) check. This is a further breach of a specific welfare requirement, although the manager demonstrated that the systems for checking staff suitability are otherwise robust. Risk assessment records are maintained and the provider has taken appropriate steps to ensure that the premises are safe and potential hazards both indoors and outdoors minimised.

The manager demonstrates through discussion a sound understanding of the areas that the setting needs to develop. For example, as a team they have identified that they wish to provide more activity based games and to make these activities more child centred. Staff encourage the children, parents and carers to contribute to the self-evaluation process. However, as children attend very infrequently, staff are not always able to apply this process consistently. Through discussion the provider demonstrates a clear understanding of the service needs of the provision. As a result the setting continually adapts its service to meet the individual needs of the children in attendance. The children are provided with a suitable range of equipment, toys and resources which challenge and interest them.

The provider demonstrates through discussion a clear understanding of the importance of inclusive practice. Staff ensure that all the necessary information about the child's care is obtained prior to the child starting at the setting. In addition, parents and carers are asked to complete detailed forms about their child's needs, care plans and any medical needs they may have. The environment is warm, welcoming and accessible to wheelchair users. The provision is able to

provide general equipment such as, hoists and additional wheelchairs should children's needs require this. There is an appropriate selection of activities and resources available to meet the differing needs of the children. For example, a multi-sensory room, music room and interactive soft play area help to support children's interests and specific learning needs.

Through discussion the provider demonstrates a clear commitment to working in partnership with parents, carers and others involved in the care and education of the children. The staff talk to the parents and carers on a daily basis and provide information about the services available within the setting. In addition, at the end of each day the parents and children are encouraged to meet with staff to discuss the child's day, identify what the child has achieved and to set future targets. The provision takes a proactive role in establishing good working relationships with other professionals involved in the care of the children. For example, they have developed well-established channels of communication between local schools and outside agencies. In addition, the district nurse has visited the provision to provide staff training on administering specific medication.

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

The provider demonstrates through discussion an appropriate understanding of the importance of providing children with a wide range of resources and activities. There are established processes in place that identify children's likes, dislikes, interests and abilities. In addition, systems for observing the children's progress and identifying their next steps are in place. Tracker sheets include a combination of adult initiated and child led activities to help children make progress and develop skills for their future learning.

Through discussion, the provision demonstrates a clear understanding of how to support children's health and safety. There is a well-resourced outdoor area where children can safely access the equipment, some of which has been specially adapted. For example, there is a wheelchair accessible roundabout and swing and adapted bikes and wheeled toys, which the children can use to develop their physical skills. The setting ensures staff have completed training in relation to children's specific medical needs before the child can attend. Children's dietary needs are obtained from parents when they join the setting, along with other important information to promote their good health and well-being.

Through discussion, the provider is able to identify how the children are kept safe. For example, a high adult to child ratio is adopted so that the children are suitably supervised and supported at activities. Each child is allocated a member of staff to ensure that they have consistent carers to help them feel safe and secure.

The provider demonstrates through discussion a clear understanding of the importance of valuing the children's achievements and using appropriate methods to manage behaviour. Staff are trained in using sign language and signs and symbols to communicate with the children. In addition, the provision has a

selection of resources and visual images that are reflective of the wider community and children in attendance.

## 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	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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

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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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