

# Adventure Pre-School and Adventure Out of School Club

Inspection report for early years provision

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**Unique reference number**

EY302288

**Inspection date**

23/03/2012

**Inspector**

Jan Linsdell

**Setting address**

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

**Telephone number**

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**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).

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**

Adventure Pre-school and Adventure Out of School Club was registered in 2005. It is one of two settings owned by a partnership and operates from a classroom located in Havannah Primary School in Congleton, Cheshire. Children also have access to a small activity area and the school grounds for outdoor play. The pre-school is open each weekday from 9am to 3pm during term time only. The out of school club is open each weekday from 7.30am to 9am and 3.15pm to 6pm during term time. It also operates occasionally in school holidays when required, from 8am to 6pm.

The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children aged from two to under eight years may attend the setting at any one time. Children aged eight years to 11 years may also attend the out of school club. There are currently 66 children on roll. Of these, 51 are under eight years and of these, 24 are within the early years age range.

The setting employs four members of staff. The manager of the pre-school holds an appropriate early years qualification at level 5 and the remaining staff hold appropriate early years qualifications at level 3. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The setting offers exciting play and learning opportunities for the children, enabling them to make good progress in their learning and development. Staff successfully promote inclusive practice and establish effective partnerships with parents and carers, ensuring children's needs are fully addressed. Partnerships with other settings the children attend are developing. Overall, generally good systems are used to monitor children's progress and support their knowledge of the wider world. Self-evaluation successfully identifies the settings strengths, with some targets for the future. This shows their capacity to maintain continuous improvement.

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

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

- improve systems for maintaining a regular two-way flow of information between other early years settings which children attend, to ensure continuity of care and learning
- develop systems for monitoring children's progress across the six areas of learning

- enhance children's knowledge and understanding of the world by planning more time for visits in the local area.

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

All staff are trained in safeguarding children and they demonstrate a clear understanding how to implement the procedures to protect children from harm. They sign to confirm that they have read and understood the new comprehensive safeguarding policy. Staff undergo robust vetting procedures to ensure they are suitable to care for the children. All required records to ensure the setting is managed efficiently are available and well maintained. Children are kept safe because staff supervise them closely and conduct risk assessments to ensure the building is safe and secure.

Staff successfully promote equality and diversity and organise activities to help children value and respect other cultures. The environment is well organised and stimulating for the children, with a wide variety of good quality resources available to support all areas of their learning. Outdoor play space offers a variety of opportunities for children to explore and practice their physical skills. Effective systems are used to evaluate the quality the setting, such as the 'Moving on' document and the Ofsted self-evaluation form, which accurately identifies the setting's strengths and targets. The focus of improvement is the imminent move into the new premises.

Staff form close working relationships with parents and carers. They share useful information about the children, including a summary report of children's progress across the six areas of learning. Parents spoken to during the inspection were highly complimentary about the setting. They think the 'standard of care and attention given to children is great'. Successful partnerships with the host school benefit the children's care and promote a smooth transition to school. However, links with other settings the children attend are less well developed, as there are limited systems in place for sharing information and promoting continuity of care.

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

Staff support children's learning and development really well. Their enthusiasm helps to motivate children and sustain their interest in activities. Children benefit from high quality interactions and very good modelling from the staff, for example about how to share and ask for toys. Planning successfully incorporates children's ideas and focuses on meeting their individual learning needs and interests. Observations are generally carried out consistently and used to inform planning, but systems for monitoring children's progress across the six areas of learning are not yet fully developed. This makes it difficult for staff to track children's development and identify any gaps in their learning. Overall, children achieve well, enjoy their learning and make good progress towards the early learning goals.

High priority is given to explaining safety issues to the children, which helps them to develop a good understanding of how to keep safe in the setting. Familiar routines and close and supportive relationships with the staff contribute positively to their feelings of safety and security. Children learn to adopt healthy lifestyles, as they eat healthy snacks and follow good hygiene practices to reduce the spread of germs. They recognise when they feel thirsty and help themselves to drinks from the water fountain. They show good physical skills when they demonstrate their body movements to each other. They delight in practising their dance moves to lively music, and also enjoy balancing and jumping on the tyres.

Children's personal, social and emotional development is particularly well promoted. As a result, children are well behaved, confident and polite. They learn how to work cooperatively together; taking turns and helping each other with tasks, and they show their independent skills when they competently carry their lunch tray to the table. Children are learning about other cultures and beliefs because they take part in a range of cultural celebrations and access various resources to promote their understanding of diversity. Children enjoy simple experiments, such as finding out what happens to the sand when they add washing up liquid. Their knowledge of the local area is less well promoted because there are few learning opportunities provided in the community.

Children show much excitement when they act out the story of the 'bear hunt', which successfully promotes their imagination. They develop good skills for the future. For example, they use various electronic resources, such as a computer and digital cameras to support their understanding of technology. They concentrate well on problem-solving tasks and willingly help each other to complete puzzles. Children select books to look at independently and share their favourite story with others. They develop good communication skills because staff are very skilled at engaging with them and encouraging them to talk, listen and think.

## 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	3
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	2
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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