

# Big Adventure Club (Lawn)

Inspection report for early years provision

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<b>Unique reference number</b>	EY348485
<b>Inspection date</b>	05/07/2012
<b>Inspector</b>	Fiona Robinson

<b>Setting address</b>	Lawn Primary School, Brecon Close, SWINDON, SN3 1JT
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<b>Type of setting</b>	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

Big Adventure Club (Lawn) was registered in 2007 and is one of ten out of school and holiday clubs run by Big A Limited Company. It operates from three rooms within Lawn Primary School, Swindon, in Wiltshire. All children have access to a fully enclosed outdoor play area, the school hall, ICT room and outdoor environment. There is ramped disability access to the building. There is provision for children with special educational needs and/or disabilities, and those who speak English as an additional language. It is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The setting may care for no more than 24 children under 8 years; of these, not more than 24 may be in the early years age group, and of these, none may be under 2 years at any one time. Currently there are 72 children aged from under five to eight years of age on roll, of whom 21 are under five years of age. The setting also cares for children up to the age of 11 years. It is open from 3pm to 6pm, term time only. Children attend for a variety of the sessions on offer. There are three members of staff who work with the children. Of these, one is studying for a Foundation degree, and all hold National Vocational Qualifications (NVQs) at Level 3 or the equivalent. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children achieve extremely well in a bright, stimulating environment, because they are fully included in an excellent range of indoor and outdoor activities. Staff take into consideration their individual needs and interests and ensure children benefit from excellent, innovative activities that significantly stimulate their self motivation for learning. There are outstanding links with parents and carers, the host school and outside agencies, and information and support is shared very effectively. Children behave extremely well and staff are highly skilled at increasing their understanding of making healthy and safe decisions. The manager and staff evaluate the provision extremely well and recognise that greater use of technology resources might further benefit a few children. They demonstrate an excellent capacity for future development.

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

To further improve the high quality early years provision the registered person should consider:

- widening the use of technology in activities so that children can record and share their experiences.

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

Children's safety is protected exceptionally well because staff have an outstanding awareness of safeguarding and child protection procedures. The premises are very secure and risk assessments are carried out daily to ensure that the environment is kept free from hazards. Comprehensive policies and procedures are implemented fully to ensure children's safety. Staff practise fire drills regularly with the children so that they are familiar with the evacuation procedures. There are robust staff recruitment and vetting procedures in place to check the suitability of adults having contact with the children. Staff and parents have excellent knowledge of the procedures in place for the collection of children and follow these carefully. Staff are deployed very effectively indoors and outdoors and children access an excellent range of well-maintained resources. The manager, leadership team and staff have excellent drive and ambition. There are outstanding self-evaluation systems in place which ensure that improvements have a significant impact on the children's experiences. The committee and staff work very closely together and value the views of parents, carers and children. Excellent teamwork, planning and assessment significantly benefit the children's learning and development. Staff are very successful in bringing innovation to the curriculum, such as the development of problem solving and investigatory activities. They rigorously monitor activities and set challenging targets for the children. Staff promote equality and diversity to an exemplary level and ensure children are integrated fully in games and activities. Parents and carers are actively involved in talking about other cultures and food. This encourages children to value diversity and excellent support is provided for children who speak English as an additional language. Staff make very effective use of an excellent range of resources to meet most of the needs of the children. They provide excellent support for children with special educational needs and/or disabilities, and have a very clear idea of areas for development, such as increasing technology resources. Partnerships with parents and carers are outstanding. They say staff have created a wonderful, purposeful environment in which children can flourish and play. Parents and carers are kept very well-informed of their children's achievements and progress. They value the children's learning journals and older children's daily diaries which staff share with them. Comprehensive information is received through regular newsletters, informal discussions, the parents' notice board and website. They are very supportive of special activities, such as 'Australia Week' and 'Spanish Week' and visits to the vets and the park. The relationship with the host school is outstanding. Children experience a very smooth transition to the club at the end of the school day and the setting benefits from the use of the ICT suite, hall and outdoor environment. Staff work extremely closely with outside agencies and other settings, and resources are shared effectively.

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

Children benefit from a wide range of interesting activities and achieve extremely well because staff value the children's interests and ideas. Children contribute well to the smooth running of the setting and enjoy being involved in the planning process and clearly identify activities and topics. Staff skilfully use the information gained to plan the children's next steps in learning. There is excellent reflective practice and children are keen to identify what went well. Themes, such as 'Pirates' and 'Mini Beasts' result in colourful displays which make the environment bright and welcoming. Children behave extremely well because staff are outstanding role models with high expectations and a consistent approach to managing behaviour. They are extremely confident and have high self-esteem because they receive praise and encouragement from staff. Children have excellent relationships with staff and their peers. Staff ensure that children have equal opportunities to use the range of resources available. Children respect the rules and boundaries which they helped to compile. They develop an excellent understanding of other lifestyles, customs and cultures and the wider world through topics and festivals, such as Harvest, Diwali, the Chinese New Year and Christmas. The local vicar celebrated Harvest with them and they enjoyed delivering groceries, fruit and vegetables to the elderly in the community. Parents and staff tell them about life in other countries, such as Poland, Spain and Australia. Children especially enjoy food tasting and helping to make Thai fishcakes and tapas dishes. Children develop an excellent understanding of keeping healthy and safe. They are encouraged to make healthy decisions at snack time and are introduced to an active healthy lifestyle. They enjoy growing vegetables and making soup. Children very skilfully climb and balance in the activity trail and are keen to play football and dodge ball. They learn to use equipment safely as they make pizzas, fruit smoothies and cakes. Children benefit from talks on safety from the police and fire services. They are fully involved in carrying out risk assessments indoors and outdoors. Staff encourage them to practise their road safety skills as they walk to the vets, woods and park. Children feel very safe and secure in their environment because of the excellent care and attention they receive. Children experience an excellent range of interesting activities and achieve exceptionally well. Their communication, language and literacy skills are developed very effectively through role play in the vet's surgery. Through play and games, children demonstrate their ability to count, reason and problem solve. Their creative skills are developed very well as they make animal masks, models and jewellery. Children cooperate extremely well when painting tiles and creating large paintings for their art gallery. They have great fun as they complete their Olympic trials on the field. Children enjoy searching for insects and building dens to play in. They learn to say 'hello' in different languages and listen intently as an older pupil tells them a story in Spanish. Children are skilful at using the computer although they do not make full use of the camera to record and share their experiences. Children are prepared exceptionally well for life outside the school day and future learning experiences.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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