

# The Big Adventure Club (St. Andrews)

St. Andrews School, Linley Road, Blunsdon, SWINDON, SN26 7AP

## Inspection date

02/10/2012

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

2

The contribution of the early years provision to the well-being of children

2

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

2

## The quality and standards of the early years provision

### This provision is good

- Children enjoy their time at the club. They benefit from good interaction from the staff, who engage with children well. The staff are active in seeking information about children's likes and interests. This effectively enables staff to provide activities tailored to individual children.
- The club provides a relaxed and calm atmosphere. Children benefit from an environment that is welcoming and inviting. Children are able to access a good range of toys and activities in and out of doors.
- Staff understand their roles and responsibilities well. Effective monitoring systems and regular training support staff in developing their professional practice.
- Children develop positive relationships with each other and the staff. The older children and staff are good role models to the younger children.

### It is not yet outstanding because

- Children's understanding of healthy practices is not always consistently underpinned, such as through discussions.

## **Information about this inspection**

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector spoke with the provider, staff and children.
- The inspector and the provider undertook a joint observation of an activity involving children and staff.
- The inspector observed activities indoors and outdoors, and the interaction between children and staff.
- The inspector viewed paperwork relating to the organisation of the out of school club, which included a sample of policies and procedures.
- The inspector spoke with a small number of parents and the head teacher of the school to gain their views and opinions about the out of school club.

## **Inspector**

Sheena Bankier

## **Full Report**

### **Information about the setting**

The Big Adventure Club registered in 2012. The provider is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The Big Adventure Club operates from St Leonard's school, in Blunsdon, near Swindon. The

club serves the local area and the families of the children who attend the school. Children are mainly cared for in the school hall. In addition children have access to a music room, kitchen and to an enclosed playground with grassed and hard standing areas. The club provides before and after school care for children from four years to 11 years of age. It opens five days per week, during term time only. Sessions are from 8am to 8.30am and 3pm to 6pm. The Big Adventure club employs two members of staff; who both hold appropriate childcare qualifications.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- Develop further children's understanding about healthy lifestyles and practices by talking about the importance of hand-washing and by reinforcing messages about healthier choices.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Staff engage well with the children to support their learning and development. Staff have effective systems in place to gain information about individual children's interests, such as activities they enjoy. This enables the club to develop a strong understanding of children as individuals; therefore tailor activities to children's preferences. Good communication is in place with the school's foundation stage teacher. This enables the club to exchange information effectively about children's needs. This promotes consistent 'three-way' communication between parents, school and the club. As a result, there is continuity in meeting children's care and learning needs.

Staff demonstrate a strong understanding of their roles to support children's learning and development. They maintain ongoing observations and assessments of children's progress and achievements. This enables them to develop a good understanding of individual children's learning and development progress. Staff support children effectively to participate in activities with encouragement and praise. They demonstrate to children how they can learn and provide explanations to underpin children's understanding. This means that children are motivated to develop and extend their skills, for example, learning to skip with a rope.

The range of activities and play experiences strongly complements children's learning and development in the prime areas of learning. For example, staff talk with children throughout the session supporting communication and language skills. Children enjoy climbing and balancing on the outdoor equipment, visiting the adjacent park, and art and craft activities underpin children's small physical skills. As a result, this promotes children's

physical development strongly. Children benefit from a calm and relaxed environment, where they feel at ease. The older and younger children play harmoniously together. As a result, children's personal, social and emotional development is promoted strongly.

### **The contribution of the early years provision to the well-being of children**

Children benefit from daily outdoor experiences. They access a good range of equipment including fixed play apparatus in the school grounds and equipment at the park. Children have access to freely chosen resources, such as bats and balls. This offers variety to children and enables them to develop different physical skills, such as balancing skills and eye to hand coordination. Staff promote children's good understanding of using the outdoor equipment safely while still enabling children to challenge their physical skills.

Children have access to drinks of diluted squash or water. They are able to help themselves to drinks throughout the session as jugs and cups are set out for them. Children develop independent skills, for example, they help make pizzas for tea and cut up the fruit at teatime. Children enjoy healthy and nutritious snacks that always include fruit daily. Staff provide some discussion with children about healthy eating, although do not always extend this sufficiently to underpin children's understanding further. Children follow good hygiene routines, for example, washing their hands before eating. Staff do not always reinforce the importance of hand-washing through discussing the reasons why the children should do this.

Children have a key person in place. They form positive relationships with the staff and other children. Staff engage with children calmly and warmly. This promotes children's good sense of security and of feeling safe in the staff's care. Staff provide a positive role model to the children as they behave respectfully to others and are polite and friendly. Children's behaviour is very good. The older children behave with care and consideration towards the younger children. They take on responsibilities that promote positive relationships, such as leading activities with the younger children.

Children have access to a good range of toys and resources. The main play space is effectively set up to enable children to make choices and to relax and play. Children demonstrate they are confident to request alternative resources and staff happily accommodate these requests. Tablecloths on the tables make the environment inviting and welcoming. It provides a positive visual change from the school environment to the more relaxed club atmosphere.

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

The provider takes good steps to implement the requirements of the Early Years Foundation Stage, demonstrating a strong understanding of their responsibilities. Staff undertake regular training and attend meetings to support their good practice. For example, at managers' meetings they share practice issues and exchange ideas. This

promotes ongoing effective practice. Good monitoring procedures are in place with weekly visits from the area manager to support the club and to identify further improvements. Self-evaluation processes are effective and enable children, staff and parents to contribute. The organisation encourages regular feedback through parent questionnaires and children's contributions during discussions and completion of 'my thoughts' records.

Recruitment procedures are robust and staff attend regular safeguarding training and annual refresher training. Staff demonstrate a strong understanding of their responsibilities to promote children's welfare. They have an effective knowledge of the steps to take to address any concerns that arise about children's welfare. Regular risk assessments and practises of the evacuation procedure underpin children's safety at the premises.

The organisation has effective links established to support children's needs, for example, resources and translating services to support children and families who speak English as an additional language. Parents speak highly of the club and the activities it provides. There are friendly relationships in place. Good partnerships are forming as staff approach parents to chat and provide good feedback about children's time at the club.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an

acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

**Met** The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

**Not Met** The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY445009
<b>Local authority</b>	Swindon
<b>Inspection number</b>	788194
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	22
<b>Name of provider</b>	The Big Adventure Club Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07852 222766

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## **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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