

Adventure Pre-School

Endeavour Primary School, East Anton Farm Road, ANDOVER, Hampshire, SP11 6RD

Inspection date

Previous inspection date

04/12/2012

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

- Strong and effective management underpins a successful first term for this new pre-school. Children are making good progress and parents are very satisfied with the care and learning they receive.
- The pre-school is resourced well with high quality toys and equipment that are used to promote children's all-round learning and development.
- Children become confident and independent learners because staff create an exciting, challenging and innovative environment that captures their imagination and interest. They make choices about what they want to do and become engrossed in their play.
- The enthusiastic team of staff work well together to support children's learning and development. They fully understand their roles and responsibilities which helps ensure children are safe and secure.

It is not yet outstanding because

- Staff do not plan regular times for children to come together in larger groups to listen to each other and join in with songs and music and movement activities, in order to fully develop their listening, concentration and communication skills.
- Children are not consistently encouraged to take care of toys by putting them away when they are finished with them and helping to keep the playroom safe.

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.

Inspection activities

- The inspector observed children indoors and outdoors.
- The inspector spoke with the owner, parents, staff and children.
- The inspector completed a joint observation with the owner.
- The inspector examined documentation including a representative sample of children's records and regulatory documentation;

Inspector

Marilyn Joy

Full Report

Information about the setting

Adventure pre-school is privately owned and registered in 2012. Children have sole use of two play rooms and a designated outdoor area within Endeavour Primary School, Andover. The pre-school is registered on the Early Years Register. It currently opens five mornings a week during school term times. Sessions are from 8.45am to 11.45am on Monday to Friday. Opening hours are due to be extended to provide with sessions from 8.45am to 3.30pm daily. There are currently 34 children on roll. The pre-school is registered to receive funding for free nursery education for children aged two, three and four years. There are six staff who work with the children. This includes one member of staff with Qualified Teacher Status, three staff with early years qualifications at level 3 and one

member of staff with level 2 and working towards a level 3.

What the setting needs to do to improve further

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

- involve children in taking care of the environment by encouraging them to put toys away when they have finished with them and helping with tasks, such as sweeping-up.
- provide imaginative activities to extend children's listening and concentration skills and participation in music and movement activities, such as counting and action songs and acting out stories.

Inspection judgements

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

Children thoroughly enjoy their time at the pre-school. This is evident in how enthusiastic and busy they are. Children confidently help themselves to resources and initiate their own play. They develop friendships and learn to care for one another. For example, an older child puts their arm around a younger child as they sit together. Other children work cooperatively together as one holds the funnel while the other scoops rice into it and fills another container. Staff are ready to help and support where needed. They are careful not to take over but allow children to decide the direction they want to go. For example, arts and craft materials are available at all times. This means that on some days numerous activities develop. Children experiment with printing using sponges, decorating with glitter and creating their own collages. Materials are chosen that children can use independently, such as coloured sticky tape that they can easily cut. This means children learn how to use scissors successfully and create their own picture. Some children like to display their artwork and staff help them by holding the picture so they can stick it onto the cupboard. However, when children have finished with the toys and equipment they are using they are not encouraged to put them away or help sweep up the craft materials they have spilt. This means that some areas become messy and less inviting. Overall, children flourish because expectations are high and, generally, they are encouraged to do things for themselves.

Children enjoy a broad range of experiences at the pre-school, learning to use a wide range of equipment and experiment with how materials change. They use a hammer and nails to join two pieces of wood and mix sand and water for building in the role play area

outdoors. Children go for nature walks around the school grounds and learn about the changing seasons. They learn from each other which is particularly helpful for younger children and those less confident. For example, a child sees another helping themselves to the toy animals from the drawer and they do the same. Each child becomes engrossed in their own play as they line them up and put them in and out of a box, talking to themselves as they do so. Staff effectively join in and guide children's play when they see an opportunity to develop their learning. They encourage creating a model with bricks and counting how high the towers are. Staff use open questions and model the thinking process by talking about what they are doing. This helps children develop these skills for themselves.

Children make good progress given their individual starting points and capabilities. Staff gather information from parents when they first attend and use this information to assess what they can do and plan their next steps. They create colourful records of their achievements to share with parents and demonstrate the progress they are making. Staff recognise the importance of promoting children's communication, organising targeted small group activities to help individual children develop their speaking and listening skills. This is especially helpful for children who are learning English as an additional language. Staff extend older children's learning by introducing more complex activities, such as recognising different letter sounds. Staff liaise with other agencies when introducing targeted support for children with special educational needs.

Writing tools are accessible at all times for children to experiment with making marks and early writing. There is a good selection of books for children to choose from and some notices and labels are displayed to help them become aware that print has meaning. There is a quiet area to enjoy books and children like sharing them with staff. Staff introduce singing during small group activities and sometimes as part of their play such as when children line up the chairs as a pretend bus. However, staff do not regularly plan other occasions for children to come together for singing, stories or music and movement. This means that older children, in particular, do not have the opportunity to develop the skills they need to participate in and learn from larger group activities. Overall, the planning of activities is effective enabling children to achieve the key skills they need for future learning. Children's next steps for learning are identified and staff use their good knowledge of their key children to extend them as they play. Parents are fully involved in this process so they can support their child's learning at home.

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

Children are happy and settled at the pre-school. Parents comment on how effective the settling in routines are and how comfortable this makes them feel. Children develop secure attachments with staff and display a strong sense of belonging to the pre-school. They demonstrate this in the confident and easy manner in which they play and talk to staff. They eagerly show them what they are making and seek their help when unable to manage on their own. Staff join in with children's play and are good role models. They provide them with clear and consistent boundaries, as well as lots of praise and encouragement. This helps children understand what is expected and, consequently, they

behave well.

Children enjoy a healthy lifestyle at the pre-school. They benefit from active play in the fresh air and moving freely between indoors and outdoors. Children enthusiastically ride on wheeled toys. They learn how to use the pedals and negotiate obstacles. Staff make the most of these opportunities to teach children about road safety and what road signs mean. Older children confidently take charge and direct the 'traffic', while others follow the rules of their play. Children also learn about staying safe when shown how to carry scissors safely. Staff teach them about wearing goggles to protect their eyes when at the woodwork bench and the importance of washing their hands before meals. At snack time staff introduce a variety of different foods to help children learn about making healthy food choices. Children learn to serve themselves and take responsibility for washing up their plates and cups. Staff make sure they comply with children's health and dietary requirements.

Staff successfully prepare children for the next stage in their learning. They nurture children's confidence and help them become increasingly independent. Children benefit from the provision of low-level storage units and equipment. They can choose what they want to do and help themselves to the resources they need. The pre-school is well resourced with challenging toys and equipment that inspire children's curiosity and interest. Staff effectively compliment this with a welcoming atmosphere where children feel secure and thrive. The pre-school is situated within the school. This helps children and parents to become familiar with the school environment and is a clear benefit when they move from pre-school to school.

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

Leadership and management of the pre-school is strong and driven by the owner's clear vision of high quality. He manages the pre-school on a daily basis and works closely with staff to develop the quality of children's experiences. Consequently, children make good progress in their learning given their individual abilities and starting points. They are safe, secure and happy. The owner makes good use of a variety of evaluation processes. He involves staff and parents and responds positively to feedback from the local authority. When weaknesses are identified prompt action is taken and, as a result, continuous improvement is achieved. For example, the layout of the playrooms was changed to create a more inviting role play area and space for the younger children to play. There is also an effective programme for the continuing professional development of staff. This includes regular supervision, appraisals and training. Staff have a thorough understanding of their roles and responsibilities, how children learn and strategies to support their development.

The owner has a comprehensive understanding of the Early Years Foundation Stage and his responsibilities to safeguard children's welfare. He works closely with staff to implement effective policies and procedures and these underpin the smooth running of the pre-school. There is a thorough understanding of child protection issues and the procedures to follow should there be concerns about a child in their care. Management

use robust recruitment and employment procedures to ensure suitably qualified and experienced staff care for children. Management and staff place a high priority on keeping children safe. They conduct thorough risk assessments of the premises and the locality, and take effective action to ensure children are safe. All the required documentation is in place and provides staff with the information they need to help them meet children's individual needs.

Partnerships with parents, other agencies and providers are good. There is a clear ethos of working together within the nursery. Parents feel well informed about all aspects of their child's care and learning. They appreciate the discussions with their child's key person, viewing their progress records and, in particular, how settled and happy their children are. Management and staff evaluate the effectiveness of the educational programme and the progress children are making. They identify where children need additional support and introduce specific activities tailored to their individual needs. For example, they organise targeted language groups to help children achieve the communication skills they need in preparation for school. Staff liaise with other settings children attend and share information so that children receive continuity their care and learning.

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

Unique reference number	EY447142
Local authority	Hampshire
Inspection number	799116
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	34
Name of provider	Adventure Childcare Limited
Date of previous inspection	Not applicable
Telephone number	07557903954

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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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