

The Big Adventure Club (Churchfields)

Salcombe Grove, SWINDON, SN3 1ER

Inspection date	28/01/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Caring, committed staff support children effectively in learning through varied play. They encourage children's emerging language skills well.
- Staff use consistent and clear boundaries for children to develop a good understanding of acceptable behaviour.
- Provision for meeting the requirements for children's safeguarding and welfare is good.
- Staff develop effective working relationships with parents who value much two-way sharing of information about their children's development and well-being.
- The management monitors the nursery provision effectively and encourages the staff team's professional development, which benefits children.

It is not yet outstanding because

- There is scope to expand the opportunities for children to make decisions about when, where and what they choose to play with.
- Staff do not ask parents about new children's achievements in each area of learning to maximise their knowledge of children's starting points in order to plan for development.

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 observed activities in the four play rooms and the outside learning environment. She completed a joint observation outdoors with the owner of the nursery.
- The inspector held meetings with the owner and manager of the nursery.
- The inspector looked at children's assessment records and planning documentation, checked evidence of suitability and qualifications of staff and sampled the provider's policies and improvement plans.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Angela Cole

Full Report

Information about the setting

The Big Adventure Club (Churchfields) registered in 2012. It is one of 10 settings run by Big Adventure Club Limited. The nursery operates from a bungalow on the site of Churchfields Secondary School in Swindon, Wiltshire. Children have access to the whole bungalow with three play rooms and a sensory room. There is an 'outdoor classroom' and

a secure, outdoor garden with bark and grassed areas. The nursery opens each weekday from 8am to 6pm all year round, except for bank holidays and the Christmas period. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are 11 children from six months to under five years on roll. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. There are six members of staff available to work with the children, who all hold appropriate early years qualifications. The owner and manager have Early Years Professional Status. Operational links are in place with the school where the nursery is located.

What the setting needs to do to improve further

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

- maximise the opportunities for children to have time and freedom to become deeply involved in activities of their choice
- extend information from new parents to further support the process of using what children can do as starting points for their learning in each area.

Inspection judgements

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

Children gain confidence and are happy in this welcoming, homely environment. The nursery consistently achieves good standards across every aspect of its work with effective educational programmes in all areas of learning for all children. Staff engage well with new parents to learn general details about children and their routines. They do not link this communication about starting points closely to each area of learning to support their planning for children's development. Staff observe children's play and achievements and use this assessment effectively to consider their next steps. They have a good understanding of the requirements of the two-year old check. Staff complete these so that all required information is available for parents and others, such as the children's health visitor.

Children's social skills and ability to communicate with others rapidly develop in the nursery's supportive atmosphere. Young children show they can concentrate on an activity for a considerable time. For example, role play in an 'aeroplane' developed into children constructing planes and taking these outdoors to 'fly'. There is a sharp focus on using the 'Every Child a Talker' programme to help children to acquire and extend their

communication and language skills. The staff's interactions with babies and children are also effective in supporting their physical, personal, social and emotional development. This helps all children make good progress in their learning. Staff watch and listen carefully to each child, giving them time to share their thoughts and feelings. They use open questioning and commenting to motivate children well. As a result, babies and the youngest children feel valued as they share their thoughts and are included in interesting conversations. Young children develop a good understanding about mathematical language. For example, they talk about things in books being 'on top' and 'underneath'; they make 'two' tracks and circles in foam, and count out the required number of bolts and nuts for their models.

There are good opportunities for babies and young children to develop their listening skills, curiosity and enjoyment of books. Children recall favourite stories and help to make books to share with parents about their Halloween and Christmas activities. Opportunities to undertake early writing and creative activities are plentiful and helpfully resourced. For example, babies enjoy making marks with palm-shaped crayons and children add writing materials to the back packs they take outdoors. Children develop a keen interest in music; babies spontaneously 'dance' to tunes while two-year-old children join in words and actions of their favourite rhymes. Overall, young children develop good independence. Within the nursery areas, their play choices are often valued by staff who support them to manage their personal care, including dressing and eating. As a result, they gain skills to be ready for their next stage in learning.

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

Babies and younger children achieve good physical and emotional development. They form strong bonds with their key persons and room staff, who are always attentive to their well-being. Staff are skilled and sensitive in helping children form secure emotional attachments. They offer constant, individual encouragement to babies and younger children. As a result, they provide a strong base for children's developing independence and exploration. Children effectively learn about self-control as they learn how to share toys and take turns, for example to pour their own drinks. Young children gain confidence in varied, social situations as different staff engage them in conversation and they play alongside children of varying ages. They learn to listen carefully to instructions, for example about moving to a different room. They respond to good behaviour management because adults have consistent expectations of them and are good role models.

The staff consistently give strong priority to the safety of children and effectively support their growing understanding of how to keep themselves safe. Young children are developing a clear understanding of how to manage risks and challenges relative to their age. They talk about real cooker rings being 'hot'. They take turns to be the 'risk assessor' for the day and help to check the premises. The nursery provides a stimulating environment with many child-accessible resources. Pictures are available for when children develop the ability to choose play things that they cannot reach. Overall, staff use the resources well to promote good learning through effectively challenging children, both in and out of doors. However, adults do not maximise opportunities for children to decide

which play area they wish to use or the activity in which they will engage. This, sometimes, limits children's choices and the development of decision making skills.

From a young age, children demonstrate a good understanding about the importance of a healthy lifestyle. They willingly contribute to the cleanliness of the premises. For example, they change their outdoor shoes and wash equipment, including toy cars covered in foam and outdoor, wheeled vehicles. Adults organise themselves well so a member of staff is always on hand to support children's care needs, including using the toilet. During timetabled sessions outdoors, children have wide spaces in the garden to run around in the fresh air. Babies crawl on clean surfaces, such as a builder's tray, and staff help them to develop their walking and rocking skills. Mobile children are active as they explore sounds by banging kitchen implements and learning to climb on low level equipment by themselves. Babies and children eat healthily and, from a young age, they serve themselves with the quantities they require. Young children enjoy being involved in preparing food, including spreading toppings on crackers.

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

The management and staff work well as a team. The adults all play their part in fulfilling their responsibilities to effectively meet the safeguarding and welfare requirements. They have a strong understanding of how to keep children safe, including how to respond to any concern about a child. The owners have completed a course on delivering training about child protection so staff can revise this regularly in-house. Staff review detailed, written risk assessment through daily checks, including those concerning security and outings. The nursery effectively maintains all required documentation, such as policies and the record of staff suitability. The high adult to child ratio enables staff to focus well on children all of the time. This means that they effectively promote safe practices within a culture of safety.

The committed management and leaders work closely with staff to reflect on the nursery's provision and they complete forms, including activity evaluations, in good, focused detail. They value advice and ideas for good practice, for example, from the local authority advisor and gained through visiting other settings. Using children's interests and parents' views, for example, from written and on-line surveys, they accurately assess what they offer to children and their families. They comprehensively plan many areas for development. These include implementation of changes in planning and radical reorganisation of the outdoor area. Particularly good attention is given to secure employment and vetting procedures. Regular, in-depth appraisal and supervision effectively support staff development through varied training. This has a good impact on children's learning, for example regarding their early talking skills. The management and staff have worked hard to adapt and refurbish the newly acquired premises. Overall, the bright, stimulating, learning environment and good quality resources, many in low-level storage, successfully support children's all-round development.

The management has a particularly good understanding of their responsibilities in meeting

the Early Years Foundation Stage learning and development requirements. The owners and senior staff effectively monitor the planning and delivery of the educational programme so that all groups of children make good progress. This includes the youngest children and any who join needing short-term support to close gaps in their learning. Parents and carers welcome the good provision for their children. They appreciate the frequent, individualised, two-way communication about the children achievements and progress. They feel well involved in aspects of the nursery's organisation, including future plans. They choose the nursery because staff make them and their children 'feel at home' and follow their routines. They praise the skills of the 'friendly, reliable and helpful' staff and especially their close relationships with the children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY444759
Local authority	Swindon
Inspection number	811583
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	11
Name of provider	The Big Adventure Club Limited
Date of previous inspection	Not applicable
Telephone number	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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