

Evesham Adventure Playground

Evesham Adventure Playground, Woodlands, Evesham, Worcestershire, WR11 1XH

Inspection date	25/04/2013
Previous inspection date	14/02/2011

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

- The staff consistently use children's ideas to plan for their learning thereby providing activities that are interesting for the children. As a result, children enjoy what they do and make good progress in their development.
- Children are fully at ease in the setting due to the effective key person arrangement that encourages strong relationships with staff. They speak politely to children at all times. Consequently, children treat others with respect and are well behaved.
- Managers and staff have a well-developed understanding of safeguarding policies and procedures and this means that children are protected.
- The strong partnerships with parents, external agencies and other providers ensure children get the support they need to make consistent progress.

It is not yet outstanding because

- The recent change in the provision of more healthy snacks is not yet firmly established to ensure children have an excellent understanding of healthy eating.
- The development of the outside play space is not yet completed to provide more challenge for children to extend their physical skills.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 conducted a tour of the premises.
- The inspector spoke with the line manager, the nursery manager, staff and children at different times during the inspection.
- The inspector looked at a selection of documents including policies and children's records.
- The inspector reviewed questionnaires completed by parents.

Inspector

Adelaide Griffith

Full Report

Information about the setting

Evesham Adventure Playground was registered in 1998 originally as a pre-school and a holiday playscheme. The pre-school was changed in 2011 to an after school club on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the Evesham area of Worcestershire and is overseen by a committee. The club serves the local area and is accessible to all children. It operates from two rooms and there is a fully enclosed area available for outside play.

The out of school club employs four members of childcare staff. All hold appropriate early years and playwork qualifications at level 3.

The club opens Monday to Friday during term time only for children who attend local schools. Sessions are from 3pm to 6pm. The holiday playscheme runs during all school holidays from 8am to 6pm. Children attend for a variety of sessions. There are currently three children attending who are in the early years age group.

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 of healthy eating by reinforcing messages about healthy choices to ensure they learn why it is important to have a healthy diet
- develop outside space further to include opportunities for children to extend their physical skills, for example, to move in different ways and at different speeds to build on what they already know.

Inspection judgements

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

The staff ensure a wide range of activities are available at all times, resulting in good promotion of children's development. They consistently ask children about their preferences and this involves them actively in making choices. For example, children write their ideas on note paper which is pinned to a board. Staff consistently use these for planning play experiences and this encourages children to remain focussed as activities are tailored to their needs. Staff frequently follow children's lead, for instance, by providing an activity to decorate biscuits. They have expectations of children and give them free reign, for example, to express their creativity. The staff enthusiastically

encourage children to create their own designs to decorate the biscuits. Children demonstrate highly imaginative abilities by portraying their favourite football club and by choosing the correct colours. They even include their ideas of people and the turf.

The organisation of activities around children's preferences and the planning for these by staff reflect a good balance of child-led play and adult-led activities. The inviting outdoor play space provides many opportunities for children to explore and enjoy their surroundings. They climb onto platforms and learn to maintain balance as they mount steps and jump on trampolines. Staff supervise closely as children take risks to scoot down the shaft. However, some areas of the play space are still being developed. This means that children do not yet have the full benefit to build on the skills they have already developed. There is ample space for children to run around and, as a result, they develop their large muscle skills effectively. Throughout all activities staff talk with, and listen to children, resulting in good promotion of their language skills. The staff effectively use naturally occurring situations to stimulate children's interest and learning. For instance, when they notice a hedgehog under the trampoline staff and children rescue the animal and ensure it is taken to the veterinary surgery to be looked after. Therefore, children learn to develop caring attitudes towards animals, and in turn, they gain an understanding of the world around them.

Parents complete an 'all about me' form to provide information to show what children can do when they start in the setting. Staff carry out regular observations of children's learning to ensure they are informed about children's abilities. Key persons know the children well and work closely with local schools to support their learning. The staff regularly discuss children's progress and are well informed of the importance of providing additional help if this is required. Consequently, children receive the support they need to make consistently good progress in their learning and development. Staff invite parents to look at the learning journals and they regularly discuss activities that children enjoy at home to ensure these are provided at the setting. This means that the support for children is shared between parents and the staff and this helps children to be prepared for the next stage in their learning.

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

There is a highly effective key person arrangement that supports children well. For instance, staff create a relaxed atmosphere, and as a result, children feel fully at ease in the setting. The staff communicate consistently with parents ensuring that children's care needs are managed competently. For example, they follow guidance to remind children about changing clothes before outside play, as agreed with parents. Children enjoy frequent physical play and this helps them to gain an understanding of the effects of exercise on their bodies. They take responsibility for aspects of self-care, such as washing hands before snack. Jugs of water and cups are set out where children can access these unaided. As a result, their independence skills are well promoted.

The staff have started to focus on healthy eating and displays on a wall raise children's awareness of healthy choices. However, this initiative is at an early stage and children's understanding is just beginning to develop. Consequently, children are not yet fully

informed about the importance of eating healthily at all times to promote their good health. Staff are good role models who talk to children politely, and as a result, children mirror this in their interaction with peers and treat them with respect. Staff frequently praise children for their caring attitude as they take turns, for example, to access the trampoline. Consequently, children understand the importance of sharing resources and they are well behaved as they play with others. Children confidently seek out staff when they need support, for instance, by asking for help to build a train track. Accordingly, children feel secure when they receive the support they request.

The manager and staff give a high priority to children's safety. The front door is kept locked at all times and children learn about road safety as they walk from school to the setting. This helps them to develop a clear understanding of keeping safe in different situations. The staff are well deployed to support children during indoor and outdoor play. Consequently, children learn to take risks, for example, to use knives carefully during some activities.

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

The manager and staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. Consequently, the monitoring of activities, planning and assessments is rigorous, and in turn, this supports children's progress effectively. Rigorous recruitment procedures, vetting and a full induction programme ensure that staff are suitable to work with children. The staff have a clear understanding of safeguarding matters and are confident about the procedures to be followed if they have concerns about children in their care. Accordingly, children are well protected. The management team are keen to maintain thorough safeguarding practices. This is illustrated by the fact that the setting has recently received a national award for their capacity to safeguard the children in their care. There are well-established arrangements for managing the professional development of all staff. Training needs are consistently identified and staff take responsibility for different aspects of the setting. For example, a member of staff leads on the learning and development of children aged under five years. This means that the skills of the staff are enhanced to support children effectively at all times.

The management and staff are committed to improving the setting and have made some effective changes since the last inspection, based on secure self-evaluation. They have reviewed how they share information with parents and have developed a more effective method to maintain communication. For example, a key person board is now available to show staff with special responsibility for children and a communication book is now available for sharing information with parents and school. This ensures there is clarity about how children can be supported effectively at all times. There is ongoing work in the setting relating to the outside area but this is not yet complete, in order that it further extends children's physical skills. Parents and children complete questionnaires to ensure their views are taken into account when considering and making changes to the provision.

The strong partnership with parents is underpinned by consistent and open

communication. The team provides detailed information of activities offered for children's learning and enjoyment. Policies are accessible to all parents who comment positively in questionnaires on the welcoming environment and their children's contentment in the setting. The management also provides a toy library for parents and members of the local community to borrow resources for use at home. This means that parents have opportunities to supplement their existing supply of toys and this contributes positively to children's learning. Staff work equally well with other professionals to implement guidance to ensure children receive the support they need. The friendly atmosphere and the freedom for children to explore their surroundings ensures that they benefit from their time spent at the setting.

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 action. 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	205234
Local authority	Worcestershire
Inspection number	909787
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	3
Name of provider	Evesham Adventure Playground Committee
Date of previous inspection	14/02/2011
Telephone number	01386 442154

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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, which are usually the childminder's 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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