

Adventure Land

Unit 6, Coppice Lane, Aldridge, WALSALL, West Midlands, WS9 9AA

Inspection date	31/05/2013
Previous inspection date	21/01/2010

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Staff are highly motivated and skilled in providing a stimulating and challenging environment in which children flourish and grow.
- Staff support children's learning exceptionally well as they consistently prompt their thinking and discussion through involvement in their play, helping to develop children's communication and language. Staff link experiences that follow the ideas and interests that children are thinking about, so that children become deeply involved in an activity.
- Children are encouraged to find their own way of doing things and work out their own solutions to problems, consistently helping to develop their critical thinking.
- The indoor and outdoor spaces are used most flexibly. Children can build, explore, initiate activities and take risks, always showing a 'can do' attitude in all areas of their play.
- A wealth of resources and experiences encourage children to explore all of their senses.
- High staff morale and exceedingly challenging and determined leadership indicate an excellent capacity for sustained improvement.

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 observed activities in the nursery playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector had discussions with the nominated person, manager, staff, children and parents.
- The inspector looked at children's assessment records, planning documentation, daily registers and policies and procedures.
- The inspector had a tour of the nursery.
- The inspector observed children having their afternoon snack and tea.

Inspector

Sally Smith

Full Report

Information about the setting

Adventure Land day nursery was registered in 2009 on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The setting is privately owned and is based within the Adventure Land Play Centre in Aldridge, Walsall. There is an enclosed area available for outdoor play. The nursery serves the local area.

The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am to 6pm, Monday to Thursday and 7.30am to 5.30pm on Friday. Children attend for a variety of sessions. There are currently 50 children on roll, all of whom are in the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs nine members of staff. Of these, seven hold appropriate early years qualifications at level 2 and 3. Two members of staff are working towards a level 3 qualification.

What the setting needs to do to improve further

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

- provide further opportunities for children to consistently see scripts, symbols and marks to reflect different cultures, so they are fully aware that print is conveyed in different ways.

Inspection judgements

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

Children make rapid progress in all areas of their learning and development. They are very involved in learning and playing from the moment their session starts. They play a dynamic role in the setting, supported by highly skilled and motivated staff. They are very happy and are confident to try out new things, knowing that there is always someone there to support them. Both indoors and outdoors, resources are carefully laid out so that the children look forward to exploring and playing. As a result, children are enthused and highly motivated to learn. There is a very good balance of activities planned and led by adults and those chosen by the children themselves. Children work together exceptionally well, taking responsibility for what they do and developing a strong independent streak, all of which are key factors in their extremely positive attitudes towards learning.

Teaching is outstanding. Adults have an excellent understanding of how young children learn and they are integral to planning exciting, challenging experiences based on children's individual needs. Children's own interests and abilities are built upon and their learning moved forward extremely well as adults actively play alongside them. They model

activities, have wonderful engagement with children and take great delight in following their enthusiasm. They skilfully extend children's knowledge through very effective questioning. This means that children's learning is stretched even further and gets them thinking more deeply.

The information staff gather on children's progress is used exceptionally well to inform planning. This is very much focused on children's interests and is continually being tweaked and revised as emerging interests unfold. Checks on children's progress are extremely thorough, constantly carried out and regularly summarised in children's learning journals. Staff analyse observations and consider 'what next' for individual children so that suitable challenges or possible support mechanisms are identified. Children regularly look through their learning journeys, looking at the photographs and discussing what they have done. Parents and carers really value the chance these give them to be part of their children's learning and understand how children learn at this early stage. Communication books further enhance information sharing as these provide a two-way flow of dialogue between the nursery and home.

The very strong emphasis on outdoor learning effectively builds children's self-confidence and contributes to the outstanding progress they make in their personal, social and emotional development. Although the garden is relatively small, it is used to its optimum advantage. Careful consideration and planning, ensures that children have a wealth of experiences that are fantastically engaging and fun. The garden greatly stimulates children's interest and underpins their excellent engagement in learning. They have freedom to experience an abundance of messy, creative and sensory experiences as they touch, feel and explore. For example, their 'mud kitchens' prove a hive of activity as children industriously go about making their concoctions. The endless supply of water, along with pebbles and other natural resources, helps to add to the sensory experiences. These activities also help children in making connections through discovering and investigating cause and effect. Children experiment with different techniques and actions, such as mixing, stirring, filling and pouring. They continually transfer their mixture into different containers and move it from one place to another. This encourages small and large muscle movement and thereby promotes their physical development. Babies and toddlers concentrate as they meticulously spoon their mixture into various containers of differing sizes. This helps children to learn about quantity and measure. Older children use their imaginations as their mixture becomes a 'cake' or 'magic potion'. The range of learning opportunities this area provides is vast, leading children into the realms of imagination and fantasy as they describe their experiences. As a result, all children relish being outside and the wonderful opportunities it affords.

Rather than take over, staff act as facilitators, listening to, and being guided by the children. At times, they sit back and observe what children do and enable them to follow their own thought processes. Equally, staff are astute, knowing when to step in and introduce new ideas and concepts to broaden children's thinking. They encourage children to engage in dialogue, to discuss what they are doing and what is happening and use talk to connect their ideas. This helps to promote children's communication, particularly their speaking skills.

Children are learning to concentrate on an activity for increasing periods of time. For

example, a group of children spend a long time discovering the different 'mini-beasts' in the garden. They observe that the millipede moves 'really quickly because he has lots of legs'. Children sort and count the different bugs into different categories and then record what they find through drawings and tallying, helping to promote their mathematical development and observational skills. This activity develops, as children use magnifying glasses to inspect their bugs and make 'homes' using a variety of containers filled with barks, stones, leaves and mud. One child excitedly informs everyone within earshot that her slug had 'pooed'. This information is received with great hilarity. Children enjoy assembling and joining wooden blocks, using real tools, such as clamps and screwdrivers. In small groups, children are taught how to use these tools effectively and have regular opportunities to practise with them. They follow 'instructions' as they read various do-it-yourself leaflets. Tape measures are used to compare height and width to establish whether their construction is built to the correct specification. For example, with help from staff, they are aware that the leaflet says the height must be 33 inches and children find the corresponding number on the tape. This helps to promote their understanding of shape and measure. When their construction partially falls down, staff use narratives to do with mending, fixing and building to develop children's vocabulary.

Children have access to a range of enclosed spaces and dens which are imaginatively created by staff. These vary in shape and size, providing children with semi-private areas, where they can play on their own, or with friends. They freely move and transport resources from other areas so that they can develop their play. Some children are happy to sit inside, which offers emotional security as they watch what is going on around them, joining in with activities as, and when, they choose.

Children sit and listen to stories with increasing interest and staff ask questions to keep them engaged. Children and staff go on a 'book walk' and starting with the front cover, they talk about the picture and discuss what the story may be about. They learn that the 'blurb' on the back cover, imparts this information, while the print in the book, relays the story. Further discussions enable them to learn about the role of the author and illustrator. Children use talk to organise, sequence and clarify ideas as they predict what might happen, recall the story, or retell it in their own words. This helps to promote children's communication and language skills. However, there are fewer opportunities for children to see scripts, symbols and marks to reflect a cultural spread, so they fully understand that print has the same meaning, but is conveyed in different ways. Children are interested in making marks, using the wide-range of media available. They show a good awareness of early writing skills as they use resources, such as, chalks, sand, brushes, paint and mud to make marks, both indoors and outdoors. Children learn to dispense paints from the pump action containers, enabling them to control the amount they want. They use palettes and other containers to mix paints together to achieve different colour combinations. Many children are able to identify their own name and those of their friends; they can name several letters and the sounds that they make. Some children are now able to write their own name. Overall, the nursery's harmonious community encourages aspiration. Children are encouraged to overcome barriers and approach all that they do with a 'can do' attitude. As a result, they develop positive attitudes to themselves as learners. They are full of confidence and well-equipped with the necessary skills required for their future school life.

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

Staff create an exceptionally warm environment that is accepting of everyone. Each member of staff is assigned the role of key person to a group of children. They build a close, genuine bond with each child, helping them to become familiar with the setting and feel safe and secure within it. Caring and respectful relationships are established with their families. Information is shared between the home and nursery so that there is consistency in the approach to all aspects of children's care, routines and ongoing development. This enables the key person to tune into, and respond sensitively to children's feelings, behaviour and ideas. Therefore, children settle well and thrive in this vibrant nursery. They feel confident and willing to try things out, knowing that their effort is always appreciated and valued.

The nursery's promotion of equality and diversity is excellent. Staff make sure that there is absolutely no discrimination between groups so that all children have the same wonderful opportunities to flourish individually and achieve exceptionally well. Staff use various forms of non-verbal communication, such as sign language to assist children who may require additional support with speaking, understanding and listening. Staff are very positive role models and everyone is treated with care and respect in the nursery. As a result, children are extremely considerate of each other, valuing and celebrating each other's differences. Children's behaviour is exemplary when working with an adult or playing independently. Distraction and diversion is used to good effect to ensure children are engaged. However, they are so engrossed and happy in their play, that squabbles are a rarity. They help to develop the nursery rules meaning they take ownership and responsibility for their own behaviour and that of others. Children quickly learn what is expected of them, for example, they help to tidy away their toys. They are very willing to wipe tables after they have finished eating or mop and sweep spillages from the floor. Children learn to care for each other and use their 'kind hands' and 'kind feet'. This helps children in learning to understand what is socially acceptable. All staff are scheduled to attend behaviour management training in the very near future to ensure they are fully up-to-date with best practice.

The nursery's approach to risk assessment is very much about overcoming potential obstacles and making things happen with the children, rather than these being seen as barriers to children's play. As a result, children are provided with a wealth of opportunities to learn about risk and how to stay safe. They use various woodwork tools and equipment, balance on large wooden cylinders and scramble up large climbing frames and nets in the adventure play area. Children approach all of these activities excitedly and confidently. Children know that staff are there to help if needed and have been shown how to do these things safely.

Children enjoy physical exercise both indoors and outdoors. They have a range of equipment that tests their skills in balancing, climbing and using different muscle skills to develop their coordination. All children get outside regularly so that they have plenty of fresh air. Regular discussions promote the importance of being active and the health benefits that exercise provides. The attractive toilet and washing areas are imaginatively planned and inviting. As a result, children need little persuasion to use these facilities.

They eagerly wash and they moisturise their hands with scented soap and hand cream. Potpourri and scented candles add to the relaxed ambience the toilet area provides. Children are encouraged to flush the toilet after use and leave it clean and tidy for others to use. A healthy ethos is promoted at all times and children eat nutritious and balanced meals. These are prepared daily using high quality ingredients. Children are exposed to a wide range of textures and tastes to develop their rapidly growing taste buds. They often serve their own meals from serving dishes placed on the table, helping to develop their independence and future social skills. They sit alongside each other to eat their food and chat, making it a socially engaging experience for all. At snack time, children pour their own drinks and peel and chop fruit. Planting, growing and tasting their own fruit, vegetables and herbs helps to promote a positive attitude to eating and encourages children to make healthy choices.

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

Child safety is a priority within the nursery. Policies and procedures have recently been reviewed to ensure that these are thorough and robust. There is an active training and development programme for all staff to ensure they have up-to-date knowledge and skills to keep children safe and provide for their individual needs. Training ensures that staff are able to confidently and competently respond to any child protection concerns. Safeguarding policies and procedures are shared with parents who are kept fully informed of the setting's duty of care to act in a child's best interest at all times. Staff recognise their responsibility in ensuring that their colleagues behave professionally and responsibly, and should this not be the case, use the whistle-blowing procedure to voice their concerns. Staff are vigilant in identifying and assessing potential risk and taking effective steps to prevent accidents happening wherever possible. Staff demonstrate that they are fully committed to the safety of children at all times, while still allowing them the freedom to discover their environment. This means that children learn to take responsibility for their own safety.

The nursery acts responsibly and takes the issue of staff suitability very seriously. Rigorous vetting procedures ensure that staff qualifications, enhanced criminal records checks and barred list checks and references are obtained. Specific emphasis is placed on safeguarding and child protection to ensure their knowledge is secure. Induction is thorough so that staff are aware of their roles and responsibilities. The manager checks the teaching quality regularly. Information from these observations is used to make sure that staff take responsibility for improving any areas of their practice, which ultimately contribute to expected improvements in children's care, learning and achievements. The outcomes, coupled with regular supervision sessions and appraisals, set clear and realistic targets for their performance. Support and training is provided for staff regarding any areas of under performance, to address these issues. Appropriate steps are taken should there be any concerns that compromise children's safety and well-being.

Staff establish positive relationships with outside professionals so that children are fully supported and can make the best possible progress in all aspects of their care and learning. There is a strong partnership with parents. The nursery has play sessions for

parents to help them understand their children's learning and to give them opportunities to meet each other and nursery staff. They learn about the benefits of play activities and how these support children's development.

The manager is instrumental in motivating the staff with her passion and drive. Her astute knowledge of the nursery, combined with the dedication, commitment and enthusiasm of staff, means that there is an outstanding vision for the setting. Perceptive self-evaluation ensures that specific priorities are identified for improvement. Staff are provided with regular opportunities to attend a range of training courses based on their interests, skills and to support their professional development. In-house training and staff meetings mean that information is shared and disseminated between each other. This ensures that there is consistency in their approach to all aspects of children's well-being, learning and development so that children feel fully supported, safe and secure. Staff are enthused and motivated to put what they learn into practice. For example, staff have found the 'Beginning With Babies' training inspirational and this has had a very positive impact for all children within the nursery. Staff have reviewed all areas with fresh eyes to look at space, resources and the nursery as a whole. The ethos is to promote a homely environment. As a result, children play with real equipment and food in the role-play area. Staff have noted that this has been very positive, in that children play in this area for much longer and their learning is more meaningful. Plastic resources have been replaced with natural materials and a wealth of treasure baskets and other resources help to promote children's sensory experiences. This continues to be an ongoing project and staff are eager to share their ideas for further improvements.

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	EY393237
Local authority	Walsall
Inspection number	917437
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	50
Name of provider	Adventure Land Ltd
Date of previous inspection	21/01/2010
Telephone number	08453370039 01922 455711

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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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