

# Evesham Adventure Playground

Woodlands, EVESHAM, Worcestershire, WR11 1XH

<b>Inspection date</b>	10/10/2013
Previous inspection date	25/04/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Children have a lovely time in this fun-filled environment. They take part in a range of organised activities, which is wholly suitable for this type of provision.
- Staff are supportive of all children and respond appropriately to their individual needs. They interact positively with the children and build good relationships, which helps them to feel safe and secure.
- There are strong and supportive relationships between the committee and the staff. They are all secure in their knowledge and understanding of their roles and responsibilities in helping all children's achievements over time.
- The staff are dedicated and their ongoing drive for improvement is demonstrated through accurate and thorough self-evaluation.

### It is not yet outstanding because

- There is scope to further enhance the information shared with the schools that children attend, in order to further support the very good continuity in their learning and 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
- 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 throughout the club.
- The inspector spoke with the management, staff and children at appropriate times throughout the observations.
- The inspector looked at documentation, including planning, displays and a selection of policies and procedures.
- The inspector also took into account the views of parents from the club's own records of parental feedback.

## Inspector

Lucy Showell

## 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 outdoor play.

The out of school club employs four members of childcare staff. All hold appropriate early years and play work 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 four children attending who are in the early years age group. However, there were no children present in the early years age range time of the inspection.

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

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

- strengthen partnership working by enhancing the information shared with teachers at the schools that children attend, so that children fully benefit from a shared understanding and common approach to supporting their progress.

### Inspection judgements

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

Staff share relevant information with parents to find out about the children's likes, interests and skills. This means that staff have a clear understanding of children's starting points, which enables them to build on children's interests and abilities from the start. The ongoing communications recorded in individual note books are used alongside observations. This helps staff to plan future activities to meet the learning needs and emerging interests of the children. For previous children in the early years age range, in addition to this, information is shared with teachers at school. For example, children's assessments and details of current themes and interests are discussed in order to provide complementary opportunities. Although, this is not yet fully established for the current children because they have only attended a few sessions so far, which means their progress is not yet supported to the optimum.

Staff have a good understanding that children have different needs at the end of a busy school day. They help children to select resources and activities that promote all areas of learning and follow their interests and capabilities. While there are no children present who are within the early years age range, older children are seen to be enjoying their time at the club. For example, they build complex structures with the wooden bricks and are pleased when they can leave them out to continue the following day. Many children sit with staff and their friends to play a selection of board games. They enjoy the challenge and the competition, especially if they win against staff. The club provides a relaxed and homely environment for children. They are confident to mix with children of different ages and from schools other than their own. Staff explain how younger children look up to the older ones, particularly outside. Here children have some wonderful opportunities to climb and negotiate on the large adventure play equipment. Overall, there are good experiences, which result in children who are confident, positive and happy to attend.

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

The out of school club provides a well resourced and welcoming environment both indoors and outdoors. There is a very friendly atmosphere where older children chat happily about their day with their key persons who know children well. Noticeboards and photographs in the entrance hall inform parents of activities and events and of who their child's key person is. Staff develop effective relationships with parents, who are happy with the care given to their children and are happy to be involved in varied events at the club. For example, in the summer they attend a fundraising day and take part in activities, such as, the coconut shy and push penny stalls.

Staff are good role models as they are polite, warm and respectful to children. They encourage all children to take part, share and join in, both the planned and spontaneous play. When playing outside, staff supervise well and encourage the careful and considerate use of all the areas. This helps children to learn how to keep themselves safe and to be aware of how their actions impact on others playing nearby. Staff discuss how children's safety is further assured as they travel from school to the club. They carefully cross the roads near the crossing wardens and wear bright coloured tabards so that they are easily identified by staff.

Through discussion staff show that children learn about a healthy lifestyle through everyday routines and planned activities. They are encouraged to tend to the fruits and vegetables in the garden. For example, with supervision they collect apples, pears and plums from the trees and are currently waiting to harvest the pumpkins later in the month. Older children sit together to have their tea. This is a social time and children talk about the school day, their new teachers and classrooms at the start of a new term. Children's independence skills are promoted as they help themselves to drinks and pieces of fruit. All children respond quickly to staff when asked to help tidy away. These activities help children to learn skills that will help them to take part in new experiences with confidence at school and later in life.

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

Staff demonstrate a good understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. They complete safeguarding training and a paediatric first-aid qualification as part of their induction processes and update their knowledge and skills regularly. Staff understand their responsibilities to safeguard the children they care for and the procedures to take should they have a concern about a child in their care. They work well with others to keep children safe from harm and regularly revise their policies and procedures with guidance and support. Staff understand and adhere to these well and ensure children are effectively supervised. As a result, children can play safely and have fun in the club's care.

Staff have a good knowledge of the learning and development requirements. They demonstrate an accurate understanding of the importance of getting to know children's starting points and capabilities. At the start of the school year they take time to develop this through sharing information with parents and the teachers in the schools that children attend. Currently this practice requires some development so that staff work with school staff to complement children's learning and introduce topics to extend their very good achievements even further.

There are many opportunities to encourage parent's involvement in their children's care and learning while at the club. Regular newsletters are sent out, so that parents are fully informed and they are invited to attend regular events, such as fundraising days. Furthermore, an individual communications book ensures that staff from the club pass all relevant information from school to parents.

The leadership and management of the club are strong and there are effective systems to support children's individual needs. Staff work very well together and are positive role models to the children. Recruitment procedures are effective and, therefore, ensure that the adults working with children are suitable to do so. Staff are effectively supported by managers and committee members through relevant training, regular staff meetings and a good system of supervisions and appraisals. Furthermore, staff are encouraged to take up training and additional qualifications to ensure that they continue to enhance their practice and provide the best levels of care to children.

The staff know the strengths and weaknesses of the club well. They regularly consult with parents to gain opinions and ideas. These are used to good effect when assessing the club's practice and making action plans. Staff welcome support and guidance from other childcare professionals. This means there is a focus on continuous development to improve the club for 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 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

<b>Unique reference number</b>	205234
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	935577
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	30
<b>Number of children on roll</b>	4
<b>Name of provider</b>	Evesham Adventure Playground Committee
<b>Date of previous inspection</b>	25/04/2013
<b>Telephone number</b>	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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