

Dweezils Adventure Centre

Unit 14, Westbrook Centre, Westbrook, Warrington, Cheshire, WA5 8UG

Inspection date	12/12/2013
Previous inspection date	21/01/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Staff interact well with children, extending their vocabulary and supporting them to think and participate in discussions. Children, therefore, develop good language, social and communication skills, which support their future learning.
- The key person system is effectively tailored to meet the individual needs of all children, to help them become familiar with the setting and to offer a settled relationship for every child.
- Children enjoy many trips and outings, which helps to give them the physical, social and communication skills, they will need for their future learning at pre-school or school.
- Continuity of care for children is very good because parents are kept very well informed of children's individual needs and progress.

It is not yet outstanding because

- Sometimes the rich information about children's current interests gathered through observation is not used to full effect, in order to enhance their learning to an even greater extent.

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 spent time observing children's play in all areas of the nursery.
- The inspector carried out a joint observation of staff and children with the manager.
- The inspector accompanied children on a walk in the woods.
- The inspector talked with staff about the nursery's procedures and children's learning and development and sampled supporting documents.
- The inspector held meetings with the manager of the provision and with members of the staff team.

Inspector

Linda Shore

Full report

Information about the setting

Dweezils Adventure Centre was registered in 1992 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within a retail building, in the Westbrook area of Warrington and is one of several privately owned settings. The nursery serves the local area and is accessible to all children. It operates from two floors, which include a large soft play area downstairs. The nursery employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above, including the manager who holds a foundation degree in early years.

The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 13 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It also provides a before and after school club and holiday club. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- utilise the full depth of the information gathered through observation about children's emerging interests to enhance children's learning even further.

Inspection judgements

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

Children are happy and busily involved in purposeful activities. Communication skills are developing well due to the good quality interactions between children and staff, extending their learning and vocabulary. For example, children count how many nests they see in the trees on a walk with their key person. Staff extend their learning as they discuss the birds that would live in the nests and children are reminded of a dog they saw on a previous walk. This helps to reinforce children's learning about the world around them. Children visit the library to select books for nursery. They show a keen interest in books, which are freely available to them, fostering a continued love of reading. Children have many opportunities to express their creativity and through topical arts and easily accessible resources. They explore their life experiences further as they use their imagination in role play with real resources, such as fresh fruit and vegetables and real crockery. This means that children have fun and challenging experiences across all areas of learning.

Children progress well as knowledgeable, motivated staff observe their ongoing development needs and use this information to plan the next steps in their learning. However, sometimes information gathered about children's interests is not used to the

optimum to extend their learning even further. Planned activities are closely linked to children's individual needs. Staff understand the different assessment processes, such as the progress check at age two years. This ensures any need for additional support for children can be identified at this early age and acted upon in a timely way. This assessment is also extended to age three and four years and combines with cohort tracking to provide full and accurate understanding of children's progress.

Parents use their daily discussions with key persons to communicate children's special interests and achievements from home, which key persons incorporate into planning or use the knowledge to stimulate children's communication skills. Therefore, children benefit from continuity of learning between home and nursery. Children access modern touch screen computer technology for games and artwork. This all means that children are being well prepared for their next stage of learning in the nursery or at school.

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

Parents have discussions with their child's key person on a daily basis and gain confidence in staff's knowledge of their individual children, despite the recent changes of staff. This helps staff to understand and meet all children's individual needs very effectively. Staff are caring and attentive towards children and get to know them very well as individuals. Consequently, children's well-being is enhanced as they form strong, comforting bonds with their key person. The nursery is well resourced and offers children a good range of play and learning experiences. Resources are readily accessible. This teaches children to be very confident in their ability to make decisions by enabling them to make their own choices and selections, which heightens their sense of belonging and independence.

Parents provide packed lunches to meet the dietary requirements of their own children and this is well supported by advice from staff. For example, children's meals are fresh and healthy at dinner time because parents are asked to include an ice pack. Children learn good hygiene habits through regular routines and reminders, for example, washing their hands before meals. Mealtimes are a familiar social routine where staff sit with children and encourage conversation. Children understand how to keep themselves safe and safety is paramount in the pre-school. They discuss safety before excursions and all outings and areas children play in are safe and risk assessed.

Staff are good role models of behaviour and treat children with kindness and respect. Children are well behaved as staff use positive strategies to help children learn right from wrong and manage minor behavioural issues. Although, the nursery does not have an outdoor area for play, children get plenty of exercise. They energetically move through the large soft play area, climbing, sliding and hiding in the ball pool. Staff overcome this well with daily trips into the local area for fresh air and exercise. For example, they walk in the woods, explore the environment and venture to the local park to feed the ducks. Communication and social skills grow as children make regular trips into the community, such as shopping for fruit for their snack at the local supermarket. This, actively contributes to them being well prepared socially, emotionally and physically for their future transitions to school.

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

The premises are safe and clean and robust risk assessments identify any hazards children may come into contact with. The manager uses any concerns raised to consider further improvement, demonstrating a responsible approach to ensuring children's safety. Arrangements for safeguarding children are effective and staff have a secure knowledge of what to do should they have any concerns about a child in the nursery or the conduct of colleagues. All staff have received safeguarding training, which is evident in staff's knowledge and understanding of protecting children. The safeguarding policy is sound, rigorously followed and has been recently reviewed and updated to ensure it remains in line with requirements. This contributes well to maintaining children's safety and protects their well-being. Staff ratios are met and they are deployed well to ensure children are effectively supervised, including on outings, which further contributes to children's safety.

Required documents are in place for the safe and efficient running of the nursery. These include all necessary policies and procedures, such as the complaints policy and accurate registers and complete records of children's details. Personal details are kept confidential at all times. Children's health and safety is prioritised as medical and accident forms are completed, discussed and signed by parents, ensuring they are fully informed of any incidents and illnesses. Induction and vetting procedures ensure that everyone working with children is suitable to do so. The manager has a very good understanding of the Statutory framework for the Early Years Foundation Stage and her responsibilities to ensure the learning and welfare requirements are met. This is then implemented in practice by knowledgeable, enthusiastic staff. The ongoing suitability of all staff is monitored effectively through regular team meetings, appraisals and one-to-one meetings. These procedures promote children's safety and the quality of the nursery well.

Staff are aware of the importance of working with others, who share care of the children. For example, children with special educational needs and/or disabilities are well supported by strong partnerships with others involved in their care. Staff have good bonds with the local school and work closely during transition times. Links are strengthened as the nursery provides out of school and holiday clubs for local school children. Key persons form close relationships with parents and make time to discuss children's progress more fully, particularly during parents' evenings. Parents are asked to contribute to children's learning by sharing information with their key person. The nursery has recently undergone changes to staff and the manager. This has been managed very well and has been a positive experience for children who are very happy and settled. The new team are enthusiastic, experienced, well qualified and determined to provide high quality care. This is supported well by a clear focus on future development. Recommendations from previous inspections have been implemented demonstrating a good capacity for improvement. Parents and carers have very high levels of regard for the service provided and the new staff in place. This means that continuity of care is good and children gain the skills they need to move on to school.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	315218
Local authority	Warrington
Inspection number	946705
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	18
Name of provider	Little Acorns Group Limited
Date of previous inspection	21/01/2010
Telephone number	01925 415531

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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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