

The Big Adventure Club (St Mary's School)

St. Marys School, College Road, Purton, SWINDON, SN5 4AR

Inspection date

Previous inspection date

28/04/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 enjoy attending the club and play happily with their friends. They feel secure and develop good attachments with staff, who know their families well.
- The children play with a good range of resources, which they easily access to develop their independence and learning.
- Staff give maximum priority to children's health, safety and well-being. They promote healthy eating and independence and ensure all children are happy and secure.

It is not yet outstanding because

- Staff miss opportunities to provide children with a wider range of resources and experiences to help them learn about the differences between people. This means they do not maximise children's awareness of diversity.

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 children indoors and outdoors and spoke to them during the inspection.
- The inspector discussed the provision with the manager and the provider, and invited the manager to carry out a joint observation.
- The inspector sampled paperwork including policies, risk assessments and children's learning diaries.
- The inspector took the views of parents into account from written records.

Inspector

Shirelle Norris

Full report

Information about the setting

The Big Adventure Club (St Mary's School) opened in 2013. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a designated room within the grounds of St Mary's School in Purton, Wiltshire. The club opens five days a week, term time only, from 3pm to 6pm. Two members of staff work with the children, both hold an appropriate qualification. There are 26 children on roll, two of whom are in the early years range.

What the setting needs to do to improve further

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

- strengthen the range of resources and activities provided to further develop children's awareness of equality and diversity.

Inspection judgements

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

The manager welcomes the children to the club with a registration/circle time. During this welcome, children talk about their day and discuss their news. The conversation is friendly and children are confident and keen to take part. The staff encourage children to extend their discussions and all children participate. This is because staff fully support their input. For example, a child talks about buying a violin and this allows suggestions about learning music at the club. Children are excited and start to plan to do this. The staff are genuinely interested which encourages the children to extend their ideas because they know the staff will encourage and support them. Staff make sure that they provide children with a thoughtful mix of planned activities and free time. They recognise that some children are unwinding from their school day and need to relax. Equally, they are quick to seize a learning opportunity and teach children with enthusiasm.

Staff make the activities relevant by asking the children for their input. For example, they plan drawing competitions with the children and they chose themes, such as a 'Mad scientist' theme. Because children help to make the decisions about what happens, they participate enthusiastically. They laugh and collaborate when they are creating their entries for the drawing competition and staff support this with ideas for prizes.

Staff make good observations of the children's play and regularly add these to children's learning records. They record children's starting points and the next steps needed in learning. This helps them to identify children's progress and link this clearly to the areas of learning, with very good communication and links with teachers. This supports the staff in assessing each child's progress and stage of development. It also helps them to identify

children's emerging interests, which feed into the planning process. The club staff work closely with the school teachers, sharing information and children's planning, so they promote children's learning and future development well. Staff welcome parents warmly and ensure they are informed of their children's day.

Staff encourage children to make good use of the outdoor play areas in all weathers. Children are very keen to play out in the large areas. They use their balancing skills as they climb on the balance beams or the rope bridge. Staff offer clear instructions of how to put one foot on and grip the rails. This promotes children's coordination and confidence as they reach the end and then repeat the process with lots of praise from staff and their friends. Playing with tennis rackets and balls outside also helps children to develop their understanding of space and coordination. Children wander to the nature area and gather sticks for their 'Bug hotel'. They are interested, curious, stimulated and motivated and staff continually support this enthusiasm. As a result, children are active learners.

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

Children feel happy and secure because the staff establish positive and trusting relationships with parents and children from the start. The key person system works well and parents are complimentary about the staff and the care and attention that they give to their children. For example, they say that their children would stay at the club and they are unable to get them out 'because they love it'.

Children learn about the importance of being safe through activities and because of the structure of the session. For instance, when children leave the room to use the toilet they wear a pass that they have made. They realise that staff need to be aware of their whereabouts at all times. Staff carry out daily risk assessments which help to keep children safe. The children take an active role in the risk assessment of the room. They use the risk assessment book to check equipment and make comments like, 'no danger' and 'nothing to worry about.' Children also practise the emergency evacuation procedure and know what to do if they hear the fire alarm. As a result, they develop a very good awareness of safety.

Children learn how to become independent. For example, staff trust them to use knives when preparing snacks, because children understand how to use them safely. This gives children a sense of responsibility and, as a result, they are confident, active learners. They behave well and respect the staff. Daily routines, the 'Golden rules' and a consistent structure plays a part in ensuring that children know the expectations of the staff.

Children have healthy snacks and the staff are quick to reinforce learning about a healthy attitude to food. Children wash their hands prior to snack and know about why they should do this. Snack time encourages conversations about favourite foods and children contribute to the discussions with maturity. The staff are good role models and they consistently encourage communication and extend children's understanding about a healthy lifestyle. This means children learn in a subtle, relaxed manner.

An abundance of resources both inside and outside mean that all children find something they are interested in. Activities and resources reflect the wide range of ages of children that attend. However, staff do not fully promote positive images of culture and disability in the room, for example, through posters. This slightly reduces opportunities to reinforce children's understanding of diversity.

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

The staff have a good understanding of the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage. Safeguarding procedures help staff to ensure that children are safe and well-protected from harm. Well-established and effective procedures are in place for safeguarding children's well-being, with staff fully aware of what to do should they have concerns about children in their care. Staff place high priority on promoting children's welfare and the manager follows comprehensive procedures, working with outside agencies when necessary. Staff regularly update their safeguarding training and in-house training by the organisation keeps staff's knowledge current. All staff who work with children have appropriate checks to ensure they are suitable to do so. Recruitment and induction systems are robust and the provider oversees the supervision of staff and appraisal procedures. All staff receive training in first aid, which helps to ensure they administer first aid appropriately and inform parents of any accidents.

The manager is enthusiastic and a good role model when interacting with children. The well-qualified staff use their experience and skills to support children's learning and development. The provider carries out mentoring and support methods to develop the staff knowledge and skills. They attend regular purposeful training that effectively impacts on the children's enjoyment and development. The manager reflects on staff practice and has systems in place to take account of the views of parents and carers. Children make suggestions for ideas and improvements at the club and these are also regularly discussed. The provider's development plan sets out achievable targets for improvement, including improving games for older children and offering children choices about what the theme for the week will be. Therefore, the provider's systems for promoting ongoing improvement, helps to promote good outcomes for children.

Partnerships with parents are good. Staff keep parents up to date with topics and news through newsletters and information displays within the club, and on the 'Big adventure' website. Photograph books show activities that the children have experienced and there are books, including 'My pets' which show that children's efforts are celebrated. The staff are aware of the importance of developing a positive partnership with the school where the club operates from. For example, staff are meeting to discuss the use of the library to extend the learning opportunities for the children. The manager liaises with the teachers to make certain that communication is strong and informative. The club is aware if a child is attending another club within the school. This builds a safe, secure system to ensure exchanges of information.

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	EY468428
Local authority	Wiltshire
Inspection number	971814
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	24
Number of children on roll	26
Name of provider	The Big Adventure Club Limited
Date of previous inspection	not applicable
Telephone number	07832304452

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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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