

# Adventure Tots Children's Nursery

Chapel House, Victoria Road, Padiham, BURNLEY, Lancashire, BB12 8RF

<b>Inspection date</b>	12/06/2014
Previous inspection date	07/06/2010

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

- Key person arrangements are good and this supports children in feeling safe and emotionally secure at the nursery.
- Staff have a very good understanding of how children learn as they demonstrate a variety of effective teaching strategies. As a result, children make good progress in their learning from their initial starting points.
- Management and staff aspire to continually improve the quality of the nursery, incorporating the views of parents. Consequently, children benefit and make good progress because staff remain enthusiastic in their duties and interactions.
- Partnerships with parents are good. They are greeted by friendly staff who share with them relevant information regarding their child's progress. This ensures a good level of continuity in children's care and learning.

### It is not yet outstanding because

- There is room to enhance the good supervision and monitoring of staff, to include the effectiveness of teaching through planned peer observations, so that staff can build on the already good practice.

## **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 two main playrooms and the two outside learning environments.
- The inspector conducted a joint observation with the owner.
- The inspector held a meeting with the manager and the owner and spoke to children and staff throughout the inspection process.
- The inspector looked at children's assessment records, learning journeys and planning documentation.
- The inspector looked at a range of documents, including the provider's self-evaluation form and checked evidence of suitability and qualifications of practitioners working with children.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parents questionnaires.

## **Inspector**

Julie Jones

## Full report

### Information about the setting

Adventure Tots Children's Nursery was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted church in the Padiham area of Lancashire, and is privately owned and managed. It operates from six rooms in a single story building and there are two fully enclosed areas available for outdoor play. The nursery serves the local area and is accessible to all children. The nursery employs 14 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3, including two with a Diploma in Early Years Management. The nursery opens Monday to Friday all year round, with the exception of Bank Holidays, eight days at Christmas and a week at the end of May. Sessions are from 8.00am until 5.30pm. Children attend for a variety of sessions. There are currently 81 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children.

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

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

- enhance further the systems for monitoring and reflecting on staff performance, for example, by embedding the use of peer observations to continue and strengthen good practice and linking this to the programme of professional development.

## Inspection judgements

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

Staff provide a wide range of activities and resources that are thoughtfully planned to stimulate a broad range of learning for all children. The quality of teaching is good, staff sensitively support children and extend their confidence and development. Consequently, they are settled and demonstrate a positive attitude to learning. For example, staff provide good opportunities for babies to practise their physical skills on the grassed area in the garden. Staff continually offer praise and encouragement and are enthusiastic about children's achievements. As a result, children are becoming confident learners. Staff make good use of a variety of different teaching strategies to support their key children's learning and to ensure that any gaps in their learning and development are closed quickly. For example, during a circle time activity with a small group of children, staff warmly and sensitively encouraged children to listen to the music and join in the actions to the rhymes. Their strong understanding of how children learn and knowledge of all of the children present ensured that all children were eager to participate and maintained concentration. Children happily recalled and anticipated the next rhyme. Some children also identified letters in their own name. Staff extended children's thinking skills by asking them to think what letter their name started with. As a result of the effective teaching strategies used, children are making good progress in all areas of learning. Staff support

children's readiness for school by helping them to become confident and independent learners. Consequently, they are prepared well for the next stage of their learning.

Staff work closely with the parents to identify their children's starting points. Careful and sensitive observations of children are used to inform the individual planning for each child. Consequently, children are making good progress in relation to their starting points, as staff plan appropriate activities to meet their individual needs and interests. In addition, staff regularly track, monitor and evaluate children's development and learning, including the progress check for children between the age of two and three years. This is used to develop the children's individual planning, which is used to support their good learning and development, and is also shared with the children's parents. Children's physical skills are supported well. The nursery has a good range of resources which are used by staff to promote their physical development and encourage children to manage risks. For example, in the baby room, the youngest children crawl and climb up the small steps onto the play bridge, staff are very sensitive to children's emerging physical ability and gently remind them to be careful. Therefore, children are willing to have a go and are becoming confident learners.

Staff provide good opportunities for children to practise their early literacy skills. For instance, they recognise their names on cards and place their name under the name of their key person. As a result, children are aware of their key person and enjoy sharing their achievements with them. The experienced staff play enthusiastically alongside children and talk to them about what they are doing. For example, a member of staff sits beside a small group of children building fairy castles in the outdoor area. She effectively challenges children's mathematical development as she encourages them to sort the bricks by colour. Furthermore, the use of open-ended questions encourages children to think about the size of their tower. Children receive lots of positive and meaningful praise and encouragement, which supports their developing self-esteem and confidence. They develop their listening and understanding as they practise their vocabulary skills, delighting in sharing books with staff. For example, staff ask the younger children what animals they can see and what noise they make, while the older children are given opportunities to count. Staff encourage children to anticipate what happens next in the story. They build on this interest as they use photographs of caterpillars hatching at nursery to extend children's critical thinking. This staff do by gently encouraging them to recall what the butterflies looked like when they emerged from their cocoon. Staff sensitively promote good social skills and encourage children, who are rolling a ball to each other, to take turns and share. As a result of the good quality of teaching, the staff's knowledge and the focus on children's interests, children make good progress across all areas of learning. All staff within the nursery place a strong emphasis on working in partnership with parents. This is achieved through daily discussions, parental questionnaires, sharing news from home and parent's evenings. Parent's comment that they feel particularly well informed about their child's progress. Consequently, this shared approach to children's learning and development contributes to the good progress that children are making. The strong relationships that are fostered throughout the nursery mean that if staff do have a concern about a child's learning or development they are addressed appropriately and swiftly.

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

All of the staff, within the nursery, provide a warm and caring environment which is very welcoming for all children. A robust key person system is in place and staff are very experienced and sensitive in helping children to form secure attachments. As a result, children are happy and eager to come into nursery and separate from their carers with confidence. Babies confidently explore their surroundings, occasionally the very young babies turn to their key person for reassurance. This demonstrates the effectiveness and the robustness of the key person system in promoting children's confidence and building strong relationships. Parents complete an 'All about me' document which enables staff to provide continuity in children's care and learning. Parents are extremely complimentary about the processes put in place and the very good care and attention shown by staff to support their children when they start at nursery. Staff prepare children well for starting school, through planned adult-led activities and engaging in the spontaneous conversations that children initiate. As a result, children talk with enthusiasm and confidence about starting school and are emotionally very well prepared for their future transitions.

Staff are good role models and use positive communication strategies to help children take turns and share. The staff model politeness and kindness. As a result, the behaviour of children is exceptionally good and they play cooperatively with each other. Staff help children to understand the benefits of a healthy lifestyle. Children benefit from regular fresh air and exercise in the outdoor area, where they run, climb and play on bikes. Consequently, they develop their physical skills well and are confident, motivated learners. Children's personal hygiene is promoted by staff, as they carefully explain to children, in the baby room, the importance of washing their hands after playing outside. Staff encourage children's independence by encouraging them to dry their hands and put the paper towel in the bin. Mealtimes are social occasions where staff sit and talk to children. As a result, children are learning good manners and are encouraged to correctly use a knife and fork to eat their meals. Babies develop independence skills as they take off their shoes and socks to play in the water area. Staff are sensitive to their emerging development and offer effective praise and encouragement.

Children have a good awareness of keeping themselves safe and staff routinely encourage them to consider all aspects of safety. For example, they remind children to take care on the steps on the slide. Consequently, children are learning to manage risks in their play. Staff give the older children five minutes warning of tidy up time and they are able to explain that this means that they can play for a little bit before tidying up. As a result, they are well prepared for the routines of the day and cooperate effectively with the request to help tidy up before lunch. The nursery cook prepares well balanced meals that are freshly cooked. Staff sit with the children at lunch time to eat their meal, this provides a good role model for children and helps to promote discussions about healthy eating. Children participate in a variety of activities to celebrate a range of festivals which helps them to learn about similarities and differences in other cultures. Furthermore, the staff ensure

that there are resources, books and visual images, which represent difference and diversity throughout the nursery. The staff take children to the local library to find out about the cultures of other countries. As a result, the children are learning about the diversity of the local and wider community.

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

The management team and the staff members demonstrate a good understanding of the learning and development and the safeguarding and welfare requirements of the Early Years Foundation Stage. The safety of children is of paramount importance across the whole staff team, external doors are kept locked and visitors are required to sign in. Children are well supervised and risk assessments are completed at the beginning and the end of each day and before children are taken on outings. Consequently, children are effectively protected and kept safe and secure in the nursery. All staff have a good understanding of the safeguarding procedures in place to protect children and follow clear and effective procedures for recording and reporting concerns. Children's safety is further enhanced and hazards are minimised by the daily checks undertaken by staff. The management team undertake thorough recruitment checks for all staff in contact with children to ensure their suitability. This is followed by effective induction procedures. The management team monitors the educational programmes and procedures are in place to track children's development. This helps secure support from other professionals, in order to continue to further promote children's development.

The owner demonstrates an ongoing commitment towards improving the quality of care and learning for children who attend the nursery. As a result, the nursery is welcoming, well organised and has an excellent range of high quality, stimulating and fun resources. All staff hold an early years qualification and their continuous professional development further supports their good understanding of how children learn. Therefore, this has a positive impact on nursery practice in ensuring children are making good progress. Ongoing evaluation and reflection is very good and the nursery is taking part in the local authority, quality assurance scheme. Consequently, children benefit as staff remain enthusiastic in their duties and interactions. The owner's commitment in reviewing practice is demonstrated further, through the implementation of regular peer observations of staff. These are used to monitor the quality of teaching and to ensure high standards are maintained. However, supervisions are less centred on monitoring the effectiveness of the quality of teaching through the planned peer observations. Consequently, they are not sharply focused to share best practice across the whole of the nursery to further improve outcomes for children. Additional support is provided to staff through, regular staff meetings, appraisals and informal discussions. Furthermore, the management undertake regular supervision of staff and the staff team feel fully supported to undertake their role. As a result, many of the staff have been in place since the nursery opened and this has a positive impact on the continuity of care for children. The management and staff use self-evaluation to identify the nursery's strengths and areas for improvement. Parents are involved in the nursery's self-evaluation process. They are asked for their opinion through the use of an annual questionnaire, with any suggestions taken seriously and

improvements made. For example, the teatime menu has been changed to offer more choice. This shows a commitment to listening to the voices of parents' and acting accordingly. Consequently, parents are very happy with the care and learning opportunities and comment how settled and happy their children are and how much they have progressed since starting.

The management and staff team demonstrate the importance of working effectively in partnership with parents to meet the individual needs of their children. The nursery has good links with the local schools and staff complete useful transition reports showing children's progress to date, this is shared with parents. Staff develop close relationships with parents and get to know them well. Parents have an opportunity to talk with their children's key person daily and share information about their child's day. Furthermore, the nursery has a 'news from home' box that parents use to share information about their child's learning and development at home. Therefore, staff are aware of recent and relevant information about their key children and can incorporate this into their daily planning. Feedback from parents on the day of the inspection was very positive. They comment on the friendly and approachable staff and the high reputation that the setting has within the local community.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	310265
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	867932
<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>	50
<b>Number of children on roll</b>	81
<b>Name of provider</b>	Rachael-Claire Root, Ben Leaver and Maureen Leaver Partnership
<b>Date of previous inspection</b>	07/06/2010
<b>Telephone number</b>	01282 680822

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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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