

Adventure Clubs Pre-school and Before and After School Club

Woodcocks Well Primary School, Woodcock Lane, Mow Cop, Stoke-on-Trent, ST7 3NQ

Inspection date

18 June 2015

Previous inspection date

11 November 2010

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

Summary of key findings for parents

This provision is good

- Staff have a very good understanding of the requirements of the Early Years Foundation Stage and implement these well.
- Partnerships with parents are well established and staff regularly share information regarding children's learning and development.
- Staff understand how to safeguard children and how to identify and report concerns regarding a child's welfare. Secure recruitment procedures ensure that all those working with the children are suitable.
- Children are confident and happy. They develop strong attachments with staff. This helps them to feel emotionally secure and content while at pre-school.
- Management ensure the views of staff, children and parents are taken into account when setting targets for improvement.
- Children thoroughly enjoy the stimulating, child-friendly and well-resourced indoor and outdoor play areas.

It is not yet outstanding because:

- Management do not use staff supervision meetings to promote staff development as fully as possible.
- Management have not yet fully established the system for tracking children's progress.

What the setting needs to do to improve further

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

- strengthen staff supervision so that targeted plans are in place which identify their professional developmental needs and how they will be supported to improve
- strengthen understanding of the tracking system, so that accurate information is available on how individual and different groups of children are progressing in their learning and development.

Inspection activities

- The inspector viewed a range of policies and procedures and looked at children's assessment records and planning documentation.
- The inspector toured the premises and held meetings with the owner and supervisor throughout the inspection.
- The inspector checked evidence of the suitability and qualifications of staff working with the children, and the provider's self-evaluation and improvement plans.
- The inspector conducted a joint observation of children's activities with the supervisor.
- The inspector observed activities in the indoor and outside learning environments and spoke with staff and children.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Janet Weston

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Teaching is consistently good and sometimes outstanding. Staff skilfully extend children's communication and language skills by introducing inventive phonic sessions. For example, children delight in taking part in aerobic phonics. They enthusiastically sound and act out the letters as they march to the music. Children squeal with delight when they find mini-beasts in the garden. They eagerly locate the magnifying glass to examine the snail's shell. Staff fully understand how to extend children's learning further. They discuss texture and size and introduce new words. Staff turn it over for the children to see the snail retract into its shell. Staff plan and provide a wide range of imaginative and creative activities. They have a very good understanding of the individual needs of children. Staff's observation and assessment of individual children's learning is accurate. This helps them to ensure that children make good progress in their learning and development. However, the system for tracking progress is not yet fully established. As a result, any differences in the achievements of individual and specific groups of children are not always swiftly highlighted.

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

Children demonstrate good independence skills. For example, they line up with their tray at lunchtime and decide on their hot meal when visiting the host school. Children are very familiar with the daily routines and independently wash their hands in the bathroom without any prompting. Staff have very high expectations of children and encourage them to try new skills, such as speaking in front of the whole school, during joint assembly. As a result, children are well prepared when they make the move from pre-school to school. Staff are good role models as they frequently praise children and are very respectful and polite towards them. Consequently, children are generally well behaved and respond immediately to gentle reminders from staff on any unwanted behaviour, such as not to run indoors. Children learn how to stay healthy. They make good choices during snack time, choosing fruit and milk to drink.

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

Staff are well qualified. As a result, children are motivated to learn, explore and make good progress in their learning. Staff are rigorous in monitoring the safety of the pre-school environment on a daily basis. This ensures any emerging hazards are appropriately minimised. The management team has put in place annual appraisal sessions. Staff also have the opportunity to attend supervision meetings. However, these are not yet sufficiently focused on targeting staff development needs. The management team has a clear drive for improvement. There is a well-documented self-evaluation process. Furthermore, clear plans for improvement demonstrate that, together with the staff, they have the capacity to improve this good provision. Parents speak very highly of the pre-school. They comment on the commitment of staff and how their children thoroughly enjoy their time at the setting.

Setting details

Unique reference number	EY362071
Local authority	Cheshire East
Inspection number	863724
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 11
Total number of places	24
Number of children on roll	23
Name of provider	Adventure Clubs Ltd.
Date of previous inspection	11 November 2010
Telephone number	01782 514118

Adventure Clubs Pre-school and Before and After School Club opened in 2007. The setting employs six members of childcare staff, five of whom hold appropriate early years qualifications from level 3 to level 5. The setting is open from 9am to 3pm. The out of school club operates from 8am to 9am and 3pm to 6pm, Monday to Friday, during term time only. The setting provides funded early education for three- and four-year-old children.

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