

Adventure Pre-School and Adventure OOS Club

Havannah Primary School, Malhamdale Road, Congleton, Cheshire, CW12 2DF



Inspection date

25 January 2016

Previous inspection date

23 March 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The quality of teaching is strong. Staff have a very good understanding of how children learn. They provide children with high-quality learning experiences that prepare them for the move to school.
- Accurate assessments are completed regularly and staff have a clear understanding of children's next steps for learning. Planning ensures that children are provided with learning opportunities that build upon their prior learning. As a result, all children are making very good progress.
- Strong key-person relationships promote children's emotional well-being. Compassionate staff provide children with opportunities to share their feelings and emotions. Children talk confidently about how they feel when entering the setting.
- The leadership team has a clear drive for improvement. Regular training for staff helps to improve the knowledge and skills of the team. Monitoring of staff performance ensures the quality of teaching is consistently good and improving.
- The tracking of children's learning and development ensures that good progress is maintained and any gaps are identified quickly. The needs of individual children and groups of children are extremely well supported.

It is not yet outstanding because:

- There is a strong emphasis on working in partnership with parents to support children's learning. However, the information that is gathered from parents on entry to the setting does not accurately reflect children's existing skills and abilities in order to effectively support children's starting point assessments.

What the setting needs to do to improve further

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

- gather more precise information from parents about children's prior learning, skills and abilities on entry to the setting, to further improve starting point assessments.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Lynsey Hurst

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff have a very good understanding of child protection issues. The arrangements for safeguarding are effective. Robust policies and procedures are reviewed regularly to ensure they remain up to date with changes in legislation. This helps staff to ensure that children are kept safe and protected from harm. Thorough self-evaluation is completed regularly and takes into account the views of staff, children and their families. Staff value and respect each other and what they can bring to the setting. They share ideas about how to make improvements to the learning experiences on offer. Strong relationships with other providers help staff to meet children's needs and information sharing promotes consistency of children's care and learning.

Quality of teaching, learning and assessment is good

Staff interact well with children, supporting their individual needs. Children use their imagination during creative activities. They explore a range of materials and media independently. Children's language development is well promoted. Staff engage children in meaningful conversations to extend their vocabulary. Staff use their expertise and knowledge to interact extremely well with children, supporting their individual needs. Staff use every opportunity to develop children's early literacy and mathematics skills through daily routines. Transition arrangements with the school are excellent. Information sharing and joint learning opportunities ensure children are well prepared for the move to school. Improvements since the last inspection have resulted in children having access to activities that extend their understanding of the wider community.

Personal development, behaviour and welfare are good

Children are happy and confident in the setting. A warm, caring and nurturing environment encourages children to develop secure attachments and close friendships. Children quickly develop independence and self-confidence. They have opportunities to lead their own play and share learning experiences with older children in the school. Staff deploy themselves well and provide children with the necessary support and guidance they need to develop their independence skills further. Children are well behaved and staff manage behaviour consistently, in line with policies and procedures. Staff use skilful questioning to support children to develop an understanding of behaviour expectations. During play, children share and take turns and consider the needs of others. Children access the outdoor play area frequently throughout the day for fresh air and exercise. The area is well resourced and promotes children's all-round development. Children are provided with nutritious snacks and drinks and staff talk to them about healthy options and the importance of a healthy diet.

Outcomes for children are good

All children, including those who receive funded early education, are making good progress. There is a good range of learning opportunities and staff ensure that children are well prepared for the next stage of their learning. All children are motivated and eager to participate in the range of learning opportunities that is available.

Setting details

Unique reference number	EY302288
Local authority	Cheshire East
Inspection number	861777
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 11
Total number of places	24
Number of children on roll	19
Name of provider	Maureen MacGregor and Susanne Gallimore Partnership
Date of previous inspection	23 March 2012
Telephone number	01260 297353

Adventure Pre-School and Adventure OOS Club was registered in 2005. It operates from a classroom located in Havannah Primary School in Congleton, Cheshire. The setting employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The pre-school is open Monday to Friday, from 9am to 3pm, during term time. The out-of-school club is open Monday to Friday, from 7.30am to 9am and 3.15pm to 6pm, during term time. It operates occasionally in school holidays when required, from 8am until 6pm. The nursery provides funded early education for three- and four-year-old children.

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