

Adventure Pre-School

Augusta Park Community Centre, East Anton Farm Road, Andover, Hampshire, SP11 6RD



Inspection date

14 November 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Managers and staff know the children very well. They plan a wide range of interesting and stimulating learning opportunities, and all children are engaged and motivated to learn. Children make good progress from their initial starting points.
- Managers and staff establish and maintain secure and trusting relationships with children, and set consistent and clear expectations for behaviour. They teach children to share and cooperate in ways that are appropriate for their age.
- Partnerships with parents and other professionals are strong. Staff incorporate the targets of specialist services into their educational plans and keep parents well informed about children's successes. Additionally, they encourage parents to extend children's learning at home. Parents speak extremely highly of the support that they and their families receive.
- The director/manager is fully committed to his role. He evaluates how well the pre-school is doing and what areas need further improvement. This helps to support children's good outcomes.

It is not yet outstanding because:

- Occasionally, some staff do not recognise opportunities to challenge children's emerging writing skills fully.
- Sometimes, staff do not always organise some outdoor activities, to ensure that children who prefer to learn outdoors are consistently engaged to the highest possible level.

What the setting needs to do to improve further

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

- provide more opportunities for children to extend their early writing skills to the highest levels
- review the planning and organisation of some outdoor activities, to ensure those children who prefer to learn outdoors are consistently engaged and challenged.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector sampled a range of documentation including attendance records; accidents and incident records; food records; staff suitability checks; the self-assessment information; children's observation, assessment and planning records; and documentation linked to managing children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the director/manager.
- The inspector completed a joint observation with the deputy manager and the director/manager.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.

Inspector

Julie Swann

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers and staff are well qualified and keep updated about all changes in safeguarding legislation. They have a clear understanding of the procedure to follow should they have any concerns about a child's welfare. Recruitment and induction procedures are rigorous, to help ensure the ongoing suitability of staff. Managers and staff place a strong emphasis on safety and accident prevention. For example, accidents and incidents that are observed by staff are recorded and reported to parents, who are asked to sign the accident records and receive a daily 'bump' card. Managers carefully monitor and track the progress of all children. Strategies are promptly put in place to narrow any gaps in achievement. Managers monitor the quality of teaching. For example, staff have regular appraisals, team meetings and supervisions. Managers use professional development as a means to help improve outcomes for children. For example, they discussed that training on emotional development has supported them to enthuse children even more in their learning.

Quality of teaching, learning and assessment is good

Staff make precise assessments of children's progress, to help children achieve their next steps in learning. Staff support children's developing language and communication skills well. For example, they ask children questions about what is happening, give them time to answer and model new vocabulary such as 'smuggle' and 'buccaneer'. Staff play alongside children who enjoy acting out real-life situations. For example, younger children learn about caring for their doll 'babies', while older children go shopping and make a picnic lunch. Children have good opportunities to learn about the world around them. For example, they look closely and talk about how shells have decayed over time.

Personal development, behaviour and welfare are good

Children show high levels of emotional well-being and demonstrate that they have secure attachments with their key person. Children are confident and independent in their learning and new children settle quickly. Staff encourage good health and hygiene practices. For example, children benefit from a well-balanced, healthy snack and any specific dietary needs are documented and followed. Children have daily opportunities to access fresh air. They learn to respect each other as staff sensitively discuss the differences among themselves and other people and cultures in the world.

Outcomes for children are good

All children develop the skills they need in readiness for the move on to school. They develop their mathematical skills well. For example, older children count objects and discuss size and volume, and younger children enjoy singing number songs and matching 'socks'. Children of all ages develop a love of books, independently and in groups.

Setting details

Unique reference number	EY490176
Local authority	Hampshire
Inspection number	1077373
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	50
Number of children on roll	107
Name of registered person	Adventure Childcare Ltd
Registered person unique reference number	RP911064
Date of previous inspection	Not applicable
Telephone number	07557903954

Adventure Pre-School registered in 2015 and is based in Augusta Park Community Centre in Andover, Hampshire. The pre-school employs 15 members of childcare staff. Of these, four hold qualified teacher status and nine hold appropriate early years qualifications between level 3 and level 5. The pre-school opens Monday to Friday from 8.40am until 3.30pm, during term time only. It receives funding to provide free early education for children aged two, three and four years.

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