

Evesham Adventure Playground

Woodlands, EVESHAM, Worcestershire, WR11 1XH



Inspection date	14 December 2016
Previous inspection date	10 October 2013

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		Outstanding	1
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is good

- The committee, staff and volunteers are passionate about providing an out-of-school provision that meets the needs of children and families within the community. Parents appreciate the exciting and enjoyable experiences provided for their children. They also welcome the additional support, services and events that are available for families.
- Staff have a sound understanding of children's interests and abilities from their observations and discussions with children and parents. They draw on this information to encourage children's suggestions for activities. This includes children helping to plan and organise challenging physical and construction play.
- Children thoroughly enjoy being at the setting, become extremely confident and have a strong sense of belonging. Staff reassure children, helping them to settle quickly, to get to know routines and make friends. Children feel their views count and make a difference because their ideas are followed up and their efforts are celebrated.
- Children are sociable, friendly and very well behaved. They know what is expected of them and follow staff's requests. Staff encourage children to be independent, to take responsibility for their possessions and to help with tasks. Children confidently take the lead in activities and games when they successfully negotiate and readily support and encourage each other.

It is not yet outstanding because:

- While staff exchange information with schools about children's care and welfare, information sharing about children's learning needs and interests is not so well-established.

What the setting needs to do to improve further

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

- consolidate information sharing with the schools that children attend and work together to provide activities that further complement the learning that takes place in school.

Inspection activities

- The inspector observed the quality of staff's interactions during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation of an activity with the secretary of the committee, who is the nominated person.
- The inspector held a meeting with the nominated person and the charity's programme coordinator. The inspector discussed their self-evaluation and plans for improvement.
- The inspector spoke to staff and children during the inspection.
- The inspector looked at relevant documentation, including policies and procedures and evidence of the suitability of staff and volunteers working at the setting.
- The inspector took account of parents' views from her discussions with them during the inspection and from their written feedback to the committee.

Inspector

Rachel Wyatt

Inspection findings

Effectiveness of the leadership and management is good

The committee, managers and staff are dedicated to providing children and families with a high-quality service. They effectively evaluate the setting's provision and plan for improvement. This includes collating information to give staff and parents clearer guidance on how children are safeguarded and how their safety and welfare are promoted. The committee has also introduced procedures to help new members apply for suitability checks and to monitor the progress of these. Effective recruitment, staff performance and development procedures ensure staff and volunteers are confident and knowledgeable about their work. They successfully work together to include every child and to promote their child-initiated, purposeful play. Positive relationships with parents ensure children's care needs, backgrounds and abilities are understood and met. Arrangements for safeguarding are effective. The committee, managers and staff attend regular safeguarding training and have a sound knowledge of abuse, neglect and safeguarding procedures. The committee and managers draw on their considerable expertise and experience to support staff in carefully monitoring children's welfare. They all know what to do if they have concerns about a child.

Quality of teaching, learning and assessment is good

Staff successfully enhance many of the skills children need for school. Staff create a stimulating environment where children choose from a wealth of resources. They interact well with children, encouraging and supporting them to develop their ideas, so they are confident to try new and challenging experiences. Children are keen to join in and cooperate well. Staff skilfully help children to be articulate speakers. They engage in lively discussions about their day, recall events and talk about what they are doing and making. Children show high levels of independence in seeing to their personal care. They like to help, for instance, with clearing up after snacks. Children are resourceful and imaginative. They enjoy the many opportunities to make dens and build structures, such as a full-size maze made from pallets or a wall made from plastic bottles. Children show dexterity as they play table-top hockey or football games. They accurately count and compare numbers as they keep a tally of the number of goals that have been scored.

Personal development, behaviour and welfare are outstanding

Children enjoy each other's company and get on well. They show respect and tolerance as they play and socialise with children of different backgrounds, ages and abilities. Children relish being outdoors and being active. They are physically extremely confident, moving with balance and control on large-scale adventure play apparatus and when they take part in ball games. Staff conscientiously use risk assessments and regular safety checks to minimise hazards and to keep children safe from harm. They ensure children fully understand how to recognise and manage risks when making and using adventure play equipment or when walking to and from school. Children are very well cared for and staff skilfully foster their understanding of how to be healthy. Children follow good hygiene procedures. They are well nourished and learn more about healthy choices through preparing snacks and cooking.

Setting details

Unique reference number	205234
Local authority	Worcestershire
Inspection number	1063659
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 17
Total number of places	30
Number of children on roll	4
Name of registered person	Evesham Adventure Playground Association Committee
Registered person unique reference number	RP518287
Date of previous inspection	10 October 2013
Telephone number	01386 442154

Evesham Adventure Playground opened in 1982. The setting employs six members of staff and a number of volunteers. Of these, one member of staff has a degree in Early Childhood Studies and another holds a level 3 qualification in playwork. The setting opens from Monday to Friday, all year round, closing for bank holidays and a week at Christmas. Sessions are from 8am until 6pm, during the holidays, and from 7.30am until 9am and 3pm until 6pm, during term time.

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