

Adventure Pre-School

Grove Hall, Grove Park, Carshalton, Surrey SM5 3AL



Inspection date	9 January 2019
Previous inspection date	16 November 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This is a provision that requires improvement

- Leaders have failed to record the hours of children's attendance on the premises which means that important information to help keep children safe in an emergency is not available.
- Leaders do not support all staff enough to progress their professional development to a higher level to help improve outcomes for children.
- Some staff do not help children to express their ideas to further support their creativity and imagination, particularly during group activities.
- The provider has not yet fully developed systems to monitor and evaluate in more detail the progress made by different groups of children to help identify any gaps in their learning overall.

It has the following strengths

- The leader and staff regularly observe children to identify what they need to learn next. They use these observations well to plan daily activities to meet the individual needs of their key children.
- Leaders and staff successfully support children's healthy lifestyles. For example, children participate in weekly physical activities, such as 'music and movement' and children thoroughly enjoy a selection of fresh fruit at snack time.
- Staff are good role models. They are respectful and courteous. Staff regularly remind children of the pre-school rules to help them learn about keeping themselves safe.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
keep a record of the children's hours of attendance.	01/02/2019

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

- explore other professional development opportunities to identify and support staff's ongoing professional development
- increase opportunities for children to respond to activities in their own way to develop their imagination and creativity even further
- develop systems to compare the progress made by different groups of children to increase the potential for them to achieve at the highest possible levels.

Inspection activities

- The inspector toured the premises with the leader.
- The inspector completed a joint observation with the leader and assessed the impact of the quality of teaching and learning.
- The inspector held a leadership and management meeting with the provider and leader at a suitable time. She looked at relevant documentation and evidence of suitability of all staff.
- The inspector spoke to children and observed them during their play.
- The inspector spoke with parents to seek their views and comments.

Inspector

Jane Morgan

Inspection findings

Effectiveness of leadership and management requires improvement

Leaders do not record the hours of attendance the children attend the pre-school. This is a requirement of the early years foundation stage. The provider is actively involved in the day-to-day routines of the pre-school. She meets regularly with staff to identify their strengths and areas for improvement. However, she has not yet explored other training opportunities for all staff to develop their knowledge and skills to a higher level. Generally, she cascades information to them relating to other childcare matters. For example, to help them address instances of extreme views and beliefs. The manager regularly reflects on practice and the provision. She actively involves staff and parents in the self-evaluation process. Leaders and staff understand what to do if they are concerned about a child's welfare and local reporting procedures to follow. The manager understands her responsibility to respond to complaints in a professional and timely manner. Safeguarding is effective. Staff understand how to identify and report any risks to children's welfare.

Quality of teaching, learning and assessment is good

Overall, the quality of teaching is strong. Staff consistently explain, explore ideas and demonstrate as they teach children key skills. For example, they use technology to research planets, colours and pattern. Staff provide many writing tools to further promote children's early writing skills to a good level. The leader and staff offer exciting experiences indoors and outdoors to meet the mixed ages of children. For example, younger children thoroughly enjoy building with large construction and problem solve as they sort colour and shape with wooden peg sorters. Older children concentrate as they make paper rockets from a variety of craft material. Staff use on-line systems to assess and monitor their key children's progress well. They regularly meet with parents to inform them of their children's good progress. Staff skilfully involve parents in their children's learning at home. For example, parents share story books in their home language and children confidently talk about the different shapes they find at home.

Personal development, behaviour and welfare require improvement

The weaknesses in leadership and management has some impact on children's welfare. Overall, children feel safe, happy and enjoy their time at pre-school. They behave very well and learn how to share toys and show respect for each other. Children who learn best outside, routinely access a wide range of outdoor learning opportunities to help them reach their full potential. Children are confident and independent, such as when they use the toilet independently, wash their hands and carefully chop up their fruit for snack. Children develop positive relationships with their key person and new children are helped to settle quickly.

Outcomes for children are good

Children make good attempts to write their name and practise technology skills as they use computer programmes. Older children count beyond 20 and recognise 2D shapes. All children are confident communicators and readily communicate their needs. They are motivated and keen learners. All children develop key skills for the next stage in their learning and in readiness for school.

Setting details

Unique reference number	139972
Local authority	Sutton
Inspection number	10066308
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	40
Number of children on roll	63
Name of registered person	Mallen, Beverley Jane
Registered person unique reference number	RP511748
Date of previous inspection	16 November 2015
Telephone number	020 3632 1937

Adventure Pre-School registered in 1992. It operates from Grove Hall, in Grove Park, Carshalton, within the London borough of Sutton. There are six members of staff, of whom one member of staff holds early years professional status, one member of staff holds a degree in childhood studies and three staff hold appropriate early years qualifications. The pre-school receives funding for early education for children aged two, three and four years.

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.

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