

Adventure Learning

162 Langley Road, Slough, Berkshire SL3 7TG



Inspection date	1 March 2019
Previous inspection date	12 July 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The caring staff play alongside children in a positive way. They build strong bonds with the children, who are happy and secure. The inclusive and nurturing environment supports children's emotional well-being successfully.
- Staff use their good knowledge of the children to plan activities that keep them motivated and help them to learn. For example, as they dig in the garden and find letters, staff asked them to identify the sounds the letters make, and link these to the beginning sounds of familiar words.
- Partnerships with parents are good. Leaders encourage regular communication and involve parents in their children's learning. They value parents' contributions and regularly meet with them to discuss children's interests and next steps.
- Children make good progress in relation to their starting points. Leaders monitor children's outcomes effectively. They use this information to identify any gaps in their learning and implement plans to enable staff to help children to catch up if necessary.
- Staff make the most of teaching opportunities in the garden to meet the needs of those children who prefer to learn outdoors.
- At times, staff do not give children the time that they need to respond to questions. For example, children do not always have time to think, respond and express their thoughts.
- Staff sometimes offer children solutions to problems in their play before they can work things out for themselves and fully extend their critical thinking skills.

What the setting needs to do to improve further

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

- continue to help children to develop their thinking, for example by allowing them more time to answer questions and express their ideas
- give children more opportunities to work things out for themselves and solve problems in their play.

Inspection activities

- The inspector reviewed children's development records, a selection of the policies, children's records and evidence of suitability.
- The inspector viewed the premises and resources with the manager.
- The inspector observed the interactions between the staff and children, and considered the impact on children's learning.
- The inspector spoke to parents to seek and consider their views
- The inspector asked the staff questions throughout the inspection to establish their understanding of how to safeguard children and how to monitor their learning and development.

Inspector
Ingrid Howell

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Leaders and staff are very knowledgeable about safeguarding legislation. They know exactly what to do in the event of any concerns about a child's welfare. The leaders are motivated, focused and supporting of all the staff. Staff training is closely linked to supervision targets and staff disseminate new training information to other members of staff, for example during staff meetings. Leaders are committed to the ongoing development of the provision. They seek the views of parents, children and staff to help develop the provision further. For instance, they have asked parents for suggestions on how to develop the nursery garden to improve outcomes for children.

Quality of teaching, learning and assessment is good

Resources are easily accessible, and children are confident to explore within the nursery and the garden. Children independently choose what they want to do or play with. Staff use good opportunities to help support children's early literacy skills. For instance, on arrival children find their names and self-register. Children of all ages enjoy listening to stories. Younger children talk about the pictures and older children confidently predict what might happen next. Pre-school aged children assuredly operate technology, for example when they use computers. They know how to set the game up and which buttons to press to increase the volume. As they play games on the computer, they demonstrate a good understanding of numbers and counting. For example, they count along to songs, such as 'Five little speckled frogs'.

Personal development, behaviour and welfare are outstanding

Staff provide an extremely safe, warm and caring environment that welcomes children and their families. Children have excellent opportunities to develop an awareness of the similarities and differences between themselves and others. For instance, they sample foods from around the world and share their experiences of family celebrations. Children behave extremely well. They are polite, kind and demonstrate tolerance and respect for others. Staff successfully help them to develop an awareness of the importance of leading a healthy lifestyle. Children delight in being outdoors and have excellent opportunities to develop their physical skills in the extremely well-resourced garden. During the spring and summer, children grow fruits and vegetables in the garden. They nurture these and harvest them to use during cookery activities, such as making vegetable soup.

Outcomes for children are good

Children develop valuable skills for the move to school. For example, older children complete independent tasks, such as helping to prepare snacks and serving their meals at lunchtime. Children enjoy developing their skills in the outside area and concentrate on self-chosen activities for long periods. For example, they demonstrate high levels of imagination and cooperation as they share their thoughts and ideas and work as a team to make cakes using mud. They develop an awareness of the importance of valuing the rights of others, for example when they vote which book most children would like to have read to them.

Setting details

Unique reference number	EY473927
Local authority	Slough
Inspection number	10075680
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	28
Number of children on roll	54
Name of registered person	Adventure Learning Childcare Limited
Registered person unique reference number	RP904792
Date of previous inspection	12 July 2016
Telephone number	01753 546024

Adventure Learning registered in 2014 and is privately owned. It is located in Slough, Berkshire. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery is open each weekday from 8am to 6pm throughout the year. There are seven staff who work with the children. Of these, three hold qualifications at level 5 and two hold qualifications at level 3.

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