

# Adventure Land

Unit 6, Coppice Lane, Aldridge, Walsall, West Midlands WS9 9AA



<b>Inspection date</b>	12 April 2019
Previous inspection date	29 October 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
Effectiveness of 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 management team strive for high standards of care and education at all times. They work well with the local authority advisor to help achieve this. Recently the management team have made a number of improvements to the environment which have positively benefited children. For example, they have refurbished the outdoor area and carpeted the baby room floor to make it more comfortable.
- Children have fun and enjoy their time at the welcoming nursery. Staff plan play activities based on the children's interests. They regularly assess their progress and use the information to plan for what children need to learn next.
- Staff are caring, kind and children approach them with ease. Staff value the importance of good settling-in procedures and match these to children's individual needs. This ensures they are ready for the move from home to the nursery.
- Staff supporting children with special educational needs and/or disabilities work well with parents and offer a fully integrated approach. Effective partnerships with other professionals ensure children receive the support they need.
- Partnerships with parents are good. Staff regularly share information with them about their child's time at nursery. Parents feel confident the nursery is secure and that staff keep children safe.
- On occasions, the meals and snacks provided for children are not wholly nutritious and healthy.
- Partnerships with other settings children attend are not yet established well enough in order to promote a consistent approach to their learning.

## What the setting needs to do to improve further

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

- review the daily menu so the meals and snacks provided for children are healthy, balanced and nutritious
- build on the existing partnerships with other settings children attend and embed the sharing of information to promote a consistent and complimentary approach to their learning.

### Inspection activities

- The inspector had a tour of the premises and observed children engaged in a variety of learning experiences indoors and outdoors.
- The inspector observed and evaluated a learning activity with the manager.
- The inspector held a meeting with the management team and looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector spoke with staff and children during the inspection.

#### Inspector

Tina Smith

## Inspection findings

### Effectiveness of leadership and management is good

The management team are strong. They have a good understanding of their legal responsibilities and all required documentation is in place. Clear and concise action plans are implemented well to maintain good standards. The manager effectively monitors the educational programme, tracking both individuals and groups of children to ensure any gaps in learning and development are identified and swiftly closed. The staff team work well together. They meet regularly with management to discuss best practice and identify training and development needs. Safeguarding is effective. Recruitment procedures are robust. Children are well supervised. Staff count children in and out of rooms to ensure no child is left behind. Staff have completed a good range of training to promote safeguarding within the nursery. They demonstrate a good knowledge of the possible signs and symptoms of abuse and neglect. They are clear about the procedures to follow in the event of a concern about a child in their care. All staff hold current first-aid certificates. This means there is always a first-aider present.

### Quality of teaching, learning and assessment is good

Staff provide an environment which encourages children to develop independence, curiosity and the ability to explore. Babies and young children investigate coloured rice and discover interesting resources in baskets. Young children manipulate dough and use a range of tools to cut and make shapes. They are focused and show high levels of concentration as they build towers with bricks. Children talk about their feelings and how they are all different as they listen to stories read by enthusiastic staff. They join in with action songs and confidently sing rhymes. Staff support children to use their imagination by providing resources that children can use for their own purpose. For example, children sit in a box and pretend they are driving a car.

### Personal development, behaviour and welfare are good

Key persons are attentive and children form warm, trusting relationships with them. This helps to promote children's emotional well-being, high levels of confidence and self-esteem. Children behave well. Staff use effective strategies to promote positive behaviour. They remind children of rules, such as using kind hands, to share and take turns. Staff are good role models and demonstrate the importance of using good manners. Children have a lot of opportunities to be physically active. They excitedly play on the soft-play equipment. Children explore a wide range of interesting resources as they play outside in the fresh air. They fill push-along trucks with stones, ride on wheeled toys and pretend to cook in the outdoor kitchen.

### Outcomes for children are good

All children make good progress in their learning and acquire the key skills required in preparation for school. They are keen, confident and capable learners. Babies and young children are beginning to understand routines and boundaries. They enjoy filling and emptying different sized containers with sand and water. Children introduce a storyline into their play and link sounds to letters. They measure ingredients as they make biscuits, discussing if they need more or less flour.

## Setting details

<b>Unique reference number</b>	EY393237
<b>Local authority</b>	Walsall
<b>Inspection number</b>	10102419
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	70
<b>Name of registered person</b>	Adventure Land Ltd
<b>Registered person unique reference number</b>	RP528967
<b>Date of previous inspection</b>	29 October 2013
<b>Telephone number</b>	08453370039 01922 455711

Adventure Land registered in 2007. The nursery opens Monday to Friday from 7.30am to 6pm, for 51 weeks of the year. The nursery employs 18 members of child care staff, all of whom hold appropriate early years qualifications at levels 2, 3 and 4. The nursery provides funded early education for two-, three- and four-year-old children.

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