

Inspection of The Big Adventure Club Churchfields Nursery

Salcombe Grove, Swindon SN3 1ER

Inspection date: 1 October 2019

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and demonstrate that they feel safe. The nursery is clean, safe and secure. Staff implement robust settling-in procedures for new children, who quickly form secure attachments with them. They work closely with parents to identify children's starting points and to gather information about what children can already do. Staff encourage parents to bring their children in for settling-in sessions before they start. This supports children's emotional development and helps them feel secure in the nursery.

Staff support children's learning and development well. For example, the curriculum provided is tailored to children's individual needs and interests. Staff incorporate mathematics well into a range of everyday activities. This is helping children develop particularly well in this area and they show an interest in mathematics and have good mathematical skills, such as counting, recognising numbers and matching colours.

Leaders work effectively with all staff to reflect on what is working well and what they could do to further improve the quality of the provision. All aspects of the nursery are reflected on and evaluated, and staff, parents and children all contribute to this process. Leaders understand that there is scope to further develop staff's skills in teaching communication and language and to further extend children's freedom of choice in their self-chosen play.

What does the early years setting do well and what does it need to do better?

- Staff have strong relationships with parents. Staff keep parents well informed about their child's progress and work with them to meet their individual care needs. They consistently exchange information from home and help parents fully understand their children's learning and what they can do at home to support it further. This offers children good continuity of care.
- Staff make good use of their garden to offer a range of stimulating outdoor learning opportunities for children. In addition, they plan outings for children to a wide range of outdoor environments, such as farms and the woods. This motivates children in their learning, especially those who prefer to learn outdoors.
- Leaders offer good support and guidance to staff. For example, staff regularly undertake training and have regular meetings and one-to-one supervisions to help them in their roles. This helps build consistency across the staff team and helps staff reflect on their practice well.
- Leaders are committed to continually building on the good-quality care and education they provide. They reflect on their strengths and work to continually enhance them and target their areas for further development effectively. Self-

evaluation methods are effective.

- Planning is effective. Staff use children's interests to plan activities. They observe and assess children accurately to identify what they need to learn next and use this information to help children progress. Swift action is taken to address gaps in children's learning. Consequently, all children make good progress.
- Children have good levels of independence in their self-care. Older children are able to put their coats and wellies on and younger children show a willingness to 'have a go' and do things for themselves.
- Children follow instructions and have good social skills which help them interact well with others. Staff are clear and consistent in their expectations and use positive teaching techniques to promote good behaviour. For example, they celebrate things children have done well to help boost children's self-esteem.
- Staff extend some language skills well. For example, they give commentary to children's play which helps children develop new vocabulary. However, staff are not always consistent in their teaching techniques for promoting other language and thinking skills. For example, they do not always give children enough time to think and respond to spoken prompts, and questions are not always geared to the child's developmental stage and level of understanding.
- Staff ensure that all environments are well maintained and set up in a stimulating and child-friendly way. However, some playrooms are less well resourced to incorporate further learning opportunities which cover all areas of development. This means that when children play in these areas they have less access to resources and less freedom of choice in what they can do.

Safeguarding

The arrangements for safeguarding are effective.

All staff understand their responsibilities to protect children from harm. Staff know how to respond if they are concerned about the welfare of a child in their care and can recognise possible signs that a child may be at risk of harm. Leaders use regular opportunities and a range of communication methods to ensure staff know how to respond if they are concerned about the welfare of a child. Leaders implement good systems for monitoring safeguarding policies and practices in the nursery.

What does the setting need to do to improve?

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

- make greater use of opportunities during children's play and activities to increase their thinking skills and promote further their language development by, for example, using skilful questioning techniques and giving children time to respond

- provide children with easier access to a wider range of activities and resources, to help them develop independence in their free play through having more freedom of choice.

Setting details

Unique reference number	EY444759
Local authority	Swindon
Inspection number	10125115
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 to 4
Total number of places	24
Number of children on roll	17
Name of registered person	The Big Adventure Club Limited
Registered person unique reference number	RP911154
Telephone number	07832304452 07852222766
Date of previous inspection	1 February 2017

Information about this early years setting

The Big Adventure Club Churchfields Nursery registered in 2012. The nursery operates from a bungalow on the site of Churchfields Secondary School in Swindon, Wiltshire. It opens each weekday from 8am to 6pm all year round, except for bank holidays and the Christmas period. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. There are six members of staff employed to work with the children. The provider and one other member of staff hold early years professional status, one of the managers is a qualified teacher, two staff hold relevant qualifications at level 5 and a further staff member holds a level 3 qualification.

Information about this inspection

Inspector

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Inspection activities

- The inspector held discussions with the nominated individual at appropriate times during the inspection and in a scheduled meeting.
- The inspector observed children's activities and staff teaching, inside and outside.
- The inspector looked at relevant documentation, including the staff's suitability to work with children.
- The inspector completed a learning walk with the nominated individual across all areas of nursery to understand the provision and how the curriculum is organised.
- The inspector completed a joint observation with the nominated individual.
- The inspector took account of the views of children, staff, parents and grandparents spoken to on the day of the inspection.

We carried out this inspection 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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