

# Inspection of Adventure Awaits Day Nursery

62 Birchfield Road, Redditch, Worcestershire B97 4LH

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Inspection date: 29 July 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children enter happily and with a smile on their face. Babies reach out to be taken and snuggle in for cuddles. Younger children squeal with delight when they see their key person and rush over for a hug. Children settle to play readily and behave well. They excitedly greet their friends when they enter. They have plenty of opportunity to choose what they want to play with. Staff use resources well to support children's play. For example, children want to play with wheeled vehicles. Staff introduce ramps, tubes and guttering. Children develop this further by placing bricks at the bottom to cover the exit. They giggle when the cars don't come out the other side. Children then use their problem-solving skills to work out where to place bricks and tubes to alter where the cars finish.

Staff plan exciting activities for the children based on their interests. For example, following their curiosity about a spider climbing up a wall, staff take the children on a minibeast hunt. Children carefully look for spiders in the corner of the shed. They tick off each insect as they find it and develop their early mark-making skills. They then use boxes to create a minibeast house, collecting grass, leaves and sticks. During the activity, children demonstrate how they have learned to keep themselves safe in the sunshine. For example, children remind each other, and staff, to 'wear a hat, the sun is shining'.

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

- The manager plans a broad and balanced curriculum. She is passionate about children developing essential life skills. Alongside her leadership team, she regularly evaluates the setting to identify where improvements can be made to enrich children's learning experiences. Since the COVID-19 pandemic, the manager has identified that children have had less opportunity to explore the wider world. Staff ensure children celebrate a range of festivals, to increase their knowledge of diversity and other cultures.
- Staff comment that they feel well supported and that they are regularly observed by leaders. However, staff cannot always share what strengths and weaknesses have been observed in their practice. Feedback could be more precise. This would support staff to know what skills they need to develop to ensure the quality of teaching is consistently high for the children in their care.
- Babies are happy and content at the setting. Staff ensure the room is calm and well resourced. Babies fill and empty containers and stack wooden bricks, building on their hand-to-eye coordination. Staff ensure emotional attachments are warm and loving and babies form strong bonds with their key person.
- Staff provide a warm welcome and thorough handover to ensure parents and children feel safe and secure at the setting. Staff communicate in a variety of ways to ensure parents are kept up to date with children's learning and

development. Parents speak highly of the setting and the care and education it provides.

- Younger children are supported well with their communication and language. Leaders have identified that since the pandemic, some children need additional support in this area. Staff model single words and use simple sign language. For example, a child signs, 'more' at breakfast time and smiles broadly when he is understood and receives more fruit.
- Older children are confident, curious learners and well prepared for school. However, some staff are less sure of what they are teaching children and why. This means some activities are not planned precisely, especially for larger groups of children. Some children then begin to lose interest while waiting for staff to decide what to do next. Staff do not consistently sequence children's learning to provide further challenge and extend their learning to the highest level.
- Mealtimes are sociable events. Food is nutritious and healthy. Children develop good independence and self-care skills. Older children chop fruit for snack and butter their own bread and crackers. Effective care practices help children to learn about keeping healthy and safe.
- All children, including those with special educational needs and/or disabilities and the most vulnerable children make good progress. The manager works well with external agencies and responds to advice quickly. Regular meetings with professionals and parents mean any gaps in learning are identified quickly and additional funding used effectively.

## Safeguarding

The arrangements for safeguarding are effective.

The setting has seen significant growth since it opened. Staff are inducted well and safer recruitment is observed. The manager is very confident in her role as designated safeguarding lead. The manager responds quickly to any concerns raised by staff. Staff can confidently identify the signs and symptoms of abuse and know what process they should follow should they have concerns. Staff and leaders know what to do should they have a concern about a member of staff. The manager and staff provide a safe environment for children to learn and develop.

## What does the setting need to do to improve?

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

- support staff to consider what they want children to learn when planning adult-led activities to ensure children benefit from the learning opportunities and are fully challenged
- reflect more closely on staff professional development to help evaluate and target actions to raise the quality of teaching and children's learning to the highest level.

## Setting details

<b>Unique reference number</b>	2556605
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10233465
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	80
<b>Number of children on roll</b>	151
<b>Name of registered person</b>	Adventure Awaits Day Nursery Ltd
<b>Registered person unique reference number</b>	2556604
<b>Telephone number</b>	01527350949
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Adventure Awaits Day Nursery Ltd registered in 2019. The nursery employs 21 members of childcare staff. Of these, two hold an appropriate level 6 in early years, one holds a level 5 and nine hold appropriate qualifications at level 3. The manager holds an early years level 3 qualification. The nursery opens from 7.30am to 6pm, Monday to Friday, for 51 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Gwyneth Keen

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provision.
- The manager, deputy manager and inspector completed a learning walk together. Leaders shared with the inspector what they want children to learn and how they will do this.
- The inspector and manager carried out a joint observation of a group activity outside.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.

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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