

Inspection of Early Adventures

10 Katherine Place, College Road, Abbots Langley, Hertfordshire WD5 0BT

Inspection date: 17 May 2023

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

What is it like to attend this early years setting?

The provision is good

Children are excited to arrive and explore this stimulating learning environment. All children form incredibly close bonds with the nurturing staff. When they arrive, babies giggle and smile, holding their arms out to their key staff. Older children cuddle up with staff and enjoy stories in the cosy reading area. Children with special educational needs and/or disabilities (SEND) develop particularly close relationships with their key staff, who remain with them throughout their time at the nursery.

Children of all ages demonstrate exceptionally high levels of independence. Babies help staff to lay out mats and blankets for nap time. Older children take on age-appropriate responsibilities within their rooms. For example, they are eager to set the table at lunchtime and serve meals and drinks to their friends.

Children are highly confident. Staff encourage babies and young children to explore climbing equipment in their rooms. They offer lots of praise for children's achievements and encourage them to support their friends by clapping and cheering their efforts. Pre-school children display particularly high levels of confidence. They engage exceptionally well with visitors. For example, children give visitors a tour of their pre-school environment. They introduce them to their class pets, enthusiastically explaining where they come from, and how their enclosures mimic their natural habitat.

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

- Partnerships with parents are of an exceptionally high standard. Managers and staff provide regular opportunities for families to engage in children's learning. For example, parents regularly visit children in their rooms. They are encouraged to join in routines, such as mealtimes. This enables parents to gather knowledge about how to further support children's progress at home. Staff have exceptionally strong knowledge of their children and their early experiences. They use this to plan exciting learning opportunities children may not otherwise receive. For example, children across all rooms have plenty of access to outdoor play. They eagerly engage in messy, sensory activities such as exploring slime and water play.
- Parents are highly complimentary about the nurturing care staff provide. They deeply appreciate the outstanding support staff offer to the entire family. Parents acknowledge the positive impact this has on children's well-being.
- Staff use highly effective methods of supporting children's knowledge of ways of life beyond their own. Children write letters and cards to friends in a rural nursery school. They share pictures and information about their different routines and environments. Parents are welcomed into the nursery to discuss

different cultures and customs. Children are encouraged to explore their traditional clothing and sample a variety of different foods.

- Children with SEND are well supported in the nursery. Staff work exceptionally closely with carers and other professionals. They attend various meetings and undertake additional training to ensure children receive a high level of care. Staff attend other learning settings with their key children. They share information with other professionals and use this to enhance learning opportunities within the nursery. This supports all children to make good progress from their starting points.
- The management team is committed to supporting the development and well-being of staff. Managers conduct regular appraisals and supervisions on all staff. This enables them to identify training needs and areas of child development that staff would like to learn more about. Staff have access to a wide range of online and face-to-face training opportunities to enhance their knowledge. However, methods of coaching and mentoring are not consistent. Staff are not fully supported to identify ways to improve their teaching.
- Children behave well in the setting. They are kind and considerate, offering help to their friends and staff. For example, babies fetch comfort toys for their friends at nap time. Older children help staff to tidy up after meals and snacks and throughout the day. Children of all ages consistently demonstrate good manners. Staff are good role models. They are polite and respectful to children and other adults. However, when there are disputes over toys, staff do not always support children to understand the importance of taking turns.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff understand their responsibilities to keep children safe. They have a good understanding of the signs which could mean a child is at risk from harm. All staff explain the correct process to follow when raising concerns to the appropriate authority, and understand the need to do so in a timely manner. Staff complete regular risk assessments on all areas of the nursery and supervise children well in activities. All staff hold appropriate paediatric first-aid, safeguarding and food hygiene qualifications.

What does the setting need to do to improve?

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

- enhance current methods of coaching and support to enable staff to consistently identify areas to improve their practice
- better support children to identify appropriate ways to manage conflict in their play.

Setting details

Unique reference number	EY279320
Local authority	Hertfordshire
Inspection number	10286035
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 at time of inspection	0 to 4
Total number of places	57
Number of children on roll	55
Name of registered person	Traxon, Claire Margaret
Registered person unique reference number	RP512556
Telephone number	01923 681826
Date of previous inspection	30 October 2017

Information about this early years setting

Early Adventures registered in 2004. The nursery employs 15 members of childcare staff. Of these, 11 hold early years qualifications at level 3 or above. The manager and one other member of staff hold level 6 qualifications. The nursery operates Monday to Friday from 7.30am to 6pm. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Antonia Campbell

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 provider and has taken that into account in their evaluation of the provider.
- The inspector considered the views of parents by speaking to several during the inspection and reviewing feedback letters.
- The inspector looked at relevant documents, including evidence of the suitability of all staff.
- The inspector observed the interactions between staff and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and the manager completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with staff about the monitoring of learning and development in the setting and tracked the progress of several children.

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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