

# Inspection of Adventure Awaits Day Nursery

62 Birchfield Road, Redditch, Worcestershire B97 4LH

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Inspection date: 17 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children benefit from the nurturing interactions provided by the attentive staff in this friendly and busy nursery. Babies show they feel happy, safe and secure as they confidently explore indoors and outdoors. They enjoy the frequent cuddles from the staff. Nappy changing times are a positive experience for the babies and younger children, who respond happily to the songs and interactions provided by the staff.

Staff skilfully support children to manage their feelings and behaviour. From an early age, children learn about the rules and boundaries and to adapt their behaviour. Pre-school children practise various breathing techniques to support them to manage feelings of anger and frustration. They learn that when they feel calm, their heart rate slows. Two-year-old children are friendly and keen to involve others in their play.

Babies and children enjoy the opportunities to play and learn outdoors. Staff complete thorough checks to ensure children are safe as they move around the premises. Babies practise their hand-to-eye coordination as they post balls down tubes. Older children learn how to swivel their hips to use a hula hoop. They show a strong sense of teamwork as they work together to fill buckets with sand and then explore the effects as they add water.

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

- Leaders reflect well on the service they provide and look for ways to continuously improve. Staff are well qualified and understand their roles and responsibilities. Overall, leaders provide staff with effective coaching and training to support them in their roles. New staff receive thorough inductions. However, leaders do not support the less experienced staff in a way that precisely targets their professional development needs.
- Leaders have carefully constructed a curriculum that reflects the current needs of the children. They have identified aspects of children's development that have been hindered as result of the COVID-19 pandemic and revised the curriculum to reflect this. For example, they have a strong focus on using books to help support children's language development. They plan in specific learning experiences to help children to gradually extend their ability to concentrate and develop their listening and attention.
- Leaders and staff monitor closely the progress that children make. They use this information to plan targeted learning experiences that help children to build on their existing knowledge and skills. Staff are skilled in adapting their teaching to respond to children's play interests. Overall, children are well motivated to play and learn. However, staff do not plan as well as possible for the two-year-old

children to provide them with an ambitious learning environment that engages them fully.

- Children progress well with their independence. Staff provide them with privacy during toileting and encourage them to manage their self-care routines. Children learn to manage everyday tasks for themselves, including spreading butter onto crackers at snack time, pouring drinks and scraping plates.
- The special educational needs coordinator (SENCo) has effective systems in place to ensure that children with special educational needs and/or disabilities (SEND) receive support from outside agencies. They work closely with other professionals and parents to provide children with targeted support to help them to meet their development milestones.
- Staff support children's physical development well. Babies negotiate objects, such as climbing up and down soft-play equipment. Two-year-old children work out how to move their bodies to go up, over and down a climbing frame. Pre-school children concentrate as they complete threading tasks and make bracelets.
- Parent partnerships are good. Staff provide parents with useful information about their child's day and details about what they are doing to support their learning. Parents say how quickly their children settle into the nursery when they first start. They appreciate the guidance that staff provide to them to support their children at home, such as children who need further support in their communication and language.
- Staff support children's health well. This includes working in partnership with parents to provide healthy lunchboxes for their children. The lunches and snacks that the nursery provides to children are nutritiously balanced. Children learn about good hygiene routines. They always have access to drinking water.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff complete effective risk assessment to identify and minimise hazards to children. The premises and facilities are safe and suitable. Staff ensure that the premises are secure and always supervise children well. Leaders reflect on their policies and procedures and update these as required. Leaders and staff are well trained in safeguarding children. They understand a wide range of signs and symptoms that may indicate a child is at risk of harm. This includes being alert to extreme views and local safeguarding concerns. Leaders and staff know how to report any concerns they might have about a child, including managing staff allegations. Leaders complete thorough recruitment checks to verify the suitability of staff.

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

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

- extend the supervision arrangements and coaching for staff who are less experienced to further support them in their planning and teaching
- support staff in the planning for the learning environment for the two-year-old children to help them to make even better progress and increase their level of engagement.

## Setting details

<b>Unique reference number</b>	2556605
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10290748
<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>	150
<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>	29 July 2022

## Information about this early years setting

Adventure Awaits Day Nursery registered in 2019. The nursery employs 18 members of childcare staff. Of these, one holds a level 5 and 12 hold appropriate qualifications at level 3 or 2. 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

Anne Dyoss

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children interacted with the inspector during the inspection.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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