

Inspection of Adventure Learning

162 Langley Road, Slough, Berkshire SL3 7TG

Inspection date: 29 August 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 happily leave their parents and carers on arrival. They confidently enter the nursery and settle quickly. The effective settling-in processes help new children to gain confidence and to feel safe and secure. As a result, children form positive and strong relationships with staff. Children greet staff with enthusiasm and enjoy spending time with them. Staff know the individual children well. They value children's individual backgrounds and include these during their time at the nursery. For example, staff invite families into the nursery to share special events, such as festivals and religious celebrations. Children generally behave well. They are beginning to learn about the behaviour expectations, including those that keep themselves and others safe.

Children benefit from interesting activities and resources. These capture their interest and engagement in their learning. Staff understand the learning intentions. Overall, they provide interactions and support to children to implement these consistently. Staff identify gaps in children's learning and development and promptly take steps to help close these. This includes implementing individual educational plans to support children to catch up. Children who are learning English as an additional language receive good support. Staff gain key words in children's home languages to use with them. They use signing alongside words to develop children's understanding and support their communication. This promotes children's learning effectively, including children who need extra help in developing their language skills.

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

- Staff have a good understanding of the skills and knowledge they want children to learn over time. They gain information from parents to support their understanding of what children know and can do when they first start. Key persons know how to support their individual key children's development. For example, they use consistent strategies to promote younger children's developing communication and language skills.
- Overall, staff's interactions with children are consistently good. At times, some interactions and support do not build on the learning intentions as effectively as possible. For example, children's social and physical skills are not fully encouraged when they try helping themselves to food at the same time. Staff do not encourage them to take turns using the spoon provided to help promote their learning more effectively.
- Staff encourage children to recall their previous learning and experiences. They build on this effectively, including through asking effective questions. For example, older children estimate their different heights using concepts such as 'more' and 'less' when asked. They compare their heights and how different

numbers put together make a new number. This encourages children to develop a range of skills, such as working with others to help them become ready for school.

- Children develop positive friendships with each other. Children enjoy spending time with staff and engage them in their play and discussions. Staff encourage children to understand their emotions and feelings. This helps children learn to recognise how they are feeling and gain understanding of how to manage their emotions appropriately.
- Children gain an understanding of most behaviour expectations. Staff provide appropriate guidance, such as reminding children to use their 'walking feet'. Some staff are not always fully consistent in how they promote children's awareness of keeping themselves and others safe. For instance, not all staff consistently teach or guide children about using equipment or handling resources safely. Staff promote children's self-esteem and confidence effectively, including through warm praise and encouragement.
- The manager is clear about her roles and responsibilities to the children and staff. She demonstrates that she reflects and monitors the quality of the provision securely and confidently identifies areas for development. Overall, staff receive good support to help them to build on their skills and knowledge, such as through staff meetings and training. Staff report that they feel well supported in both their well-being and professional development.
- There are effective partnerships with parents and carers. Parents and staff communicate and work together closely. This promotes a consistent approach to supporting children's individual needs, both at home and at the nursery. Parents state they are very happy with the service provided and can see the progress their children make there.

Safeguarding

The arrangements for safeguarding are effective.

Staff recognise what types of signs and symptoms may raise their concerns about children's welfare and other staff's behaviours. They know how to manage any concerns should they arise. This includes referring concerns to the nursery's designated safeguarding lead. Staff understand to whom they should refer any concerns outside of the nursery, such as external safeguarding agencies. They have direct access to information with relevant contact details for these agencies should they need to make a referral. Staff understand their roles in keeping children safe, including supervising children and checking that the premises are secure and safe.

What does the setting need to do to improve?

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

- continue to build on staff's knowledge and understanding of how to consistently implement the curriculum learning intentions to help extend children's skills and knowledge even further
- extend children's awareness of how to keep themselves and others safe, such as through offering effective explanations or providing more guidance when appropriate.

Setting details

Unique reference number	EY473927
Local authority	Slough
Inspection number	10304505
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	28
Number of children on roll	40
Name of registered person	Adventure Learning Childcare Limited
Registered person unique reference number	RP904792
Telephone number	01753 546024
Date of previous inspection	1 March 2019

Information about this early years setting

Adventure Learning registered in 2014. The nursery is located in Langley, near Slough, Berkshire. It is open Monday to Friday, 8am to 6pm, all year round, except for bank holidays and a week at Christmas. There are seven members of staff who work with the children. Of these, six hold a recognised early years qualification between level 2 and level 5. There is also a cook who works at the nursery. The nursery is in receipt of funding to provide early education for children aged two, three and four years.

Information about this inspection

Inspector

Sheena Bankier

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 manager and deputy manager explained the curriculum intentions to the inspector.
- Discussions and meetings were held with the manager and staff during the inspection.
- The inspector observed children's routines, interactions with staff and activities, indoors and outdoors, and evaluated the impact of these on their learning and development.
- The manager and inspector observed and evaluated an activity together.
- Several parents and carers discussed their views and provided feedback about the nursery.
- Children interacted and chatted to the inspector during the inspection.
- The inspector viewed a sample of documentation, including evidence of staff's suitability checks and first-aid certificates.

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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