

Inspection of Adventureland Day Nursery

Unit 6, Coppice Lane, Aldridge, Walsall, West Midlands WS9 9AA

Inspection date: 4 October 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

The staff team plans a curriculum that focuses on all aspects of children's learning to help them make good progress in their development. Staff place a strong focus on helping children to develop confidence and self-assurance. They talk to children about their emotions and how they are feeling. Staff are positive role models. They speak to children sensitively and remind them of behaviour expectations and rules. As a result, children behave well. They build strong friendships, learn to self-regulate and manage their emotions.

Children have vast opportunities to develop their physical skills as they have daily opportunities to play in the large soft-play structures. Staff encourage children to take measured risks and supervise them well so that they can master new skills safely. Staff make excellent use of stories, songs and rhymes. Children excitedly join in with identifying missing words in stories and predict what will happen next. Consequently, children show a real love for books. From a young age, they learn to sit and enjoy story time. Babies dance and giggle with delight as staff sing their favourite nursery rhymes.

Babies and children are happy and settled. Staff have a warm and caring approach, which helps children to feel a sense of belonging. Environments are set up to allow children to move around freely. Children confidently make choices and lead their own play. Staff plan a range of activities that help to build on children's experiences. For example, children delight in petting and caring for rabbits and guinea pigs during animal day. Children with special educational needs and/or disabilities (SEND) are supported well. Staff skilfully adapt the activities to include all children. They make good use of the sensory room to provide tailored sessions that help children to process their thoughts and engage in tranquil experiences.

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

- The manager is committed to providing a good-quality provision. She works closely with the deputy manager to ensure that staff receive regular support and training. Professional development is promoted and staff have opportunities to receive further training to aid their knowledge and skills. For example, those working with babies have received training that is specific to the care of babies.
- Staff are valued and their well-being is considered. They work incredibly well together and provide a calm and happy atmosphere. All staff show enthusiasm and commitment to the role. Overall, they interact well with children and are skilful at responding to them during play to extend their learning further. However, some staff are less confident than their peers. Therefore, at times, children do not benefit from the highest quality of interactions to help them remain fully engaged in their learning.

- The special educational needs coordinator works closely with staff to provide advice and guidance. She works closely with parents and other professionals and implements individualised targets to help close gaps in children's learning quickly. Children with identified SEND receive intense support to help them make swift progress from their starting points.
- Staff know the children well and plan a range of experiences that take account of their interests and next steps in learning. However, when key persons are absent, the people covering do not always implement a curriculum that focuses on what children need to learn next to challenge them to the optimum level.
- Children have lots of opportunities to express their own ideas. They enjoy creating pictures of their favourite animals and create their own face as they mould with dough. Children use a range of tools for a purpose and show great control and coordination as they develop the muscles in their hands.
- Staff promote children's communication and language skills well. They plan a range of circle time activities and intervention sessions. Staff use sign language, pictures and props to aid communication. This helps to develop children's understanding, listening skills and vocabulary.
- Staff promote children's good health. They encourage children to wipe their own nose, dispose of tissues and wash their hands afterwards. Children are encouraged to use the toilet independently and staff work with parents to support toilet training. Staff sit with children at mealtimes and encourage them to try new foods. Children enjoy role play and pretend to be a dentist. They talk about the importance of brushing their teeth and not eating too many sweets.
- Staff work in partnership with parents and share daily communication with them verbally and electronically. This includes sharing information relating to accidents and incidents. Parents say they are extremely happy and that their children are making good progress. Staff share children's learning needs with parents and provide ideas of what parents can do at home to support their children's learning.
- Children are polite and use good manners. They show respect and tolerance towards one another. Staff help them to learn about similarities and differences to help children to value their own unique qualities. Children show real care and concern for each other.

Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of their safeguarding responsibilities. They are confident to identify signs of abuse or neglect and know the procedures to follow if they have any concerns about a child in their care. The manager ensures that staff receive regular training, and safeguarding is an agenda item at every team meeting. This means that all staff are kept fully up to date with current guidance and legislation. All staff undergo robust recruitment and vetting procedures to assess their suitability. The premises are safe and secure, and staff carry out thorough risk assessments to ensure that any hazards are removed to keep children safe. Staff are deployed effectively to ensure that children are supervised well.

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 consistently implement a curriculum that provides optimum challenge to help every child build on what they already know and can do
- raise the quality of staff's teaching so that all children consistently receive the highest quality of interactions to inspire their learning and help them to remain fully engaged.

Setting details

Unique reference number	EY393237
Local authority	Walsall
Inspection number	10310005
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	58
Number of children on roll	77
Name of registered person	Adventure Land Ltd
Registered person unique reference number	RP528967
Telephone number	01922 455711
Date of previous inspection	12 April 2019

Information about this early years setting

Adventureland Day Nursery registered in 2007. It is open for 51 weeks of the year, Monday to Friday. Sessions are from 7.30am to 6pm. The nursery employs 17 members of staff. Of these, nine hold appropriate early years qualifications at level 3 and four at level 2. One member of staff holds an appropriate qualification at level 5. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma McCabe

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The inspector viewed the areas of the nursery and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked about the curriculum and what they want children to learn.
- Children told the inspector about their friends and what they like to do when they are at the nursery.
- The inspector talked to staff at appropriate times 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 on children's learning.
- The inspector carried out a joint observation of group activities with the manager.
- The inspector took account of parents' verbal and written comments during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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