

# Inspection of The Big Adventure Club Ltd (The Deanary)

Deanery Of C E Academy, Peglars Way, Swindon SN1 7DA

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Inspection date:

22 February 2024

**The quality and standards of early years provision**

**This inspection**

**Met**

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Previous inspection

Not applicable

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

### **This provision meets requirements**

Children form warm and trusting relationships with staff who know them well. They greet the familiar staff with a smile as they collect them from their classrooms at the end of the school day. Children gather their belongings and happily make their way to the club room. They understand staffs expectations for their behaviour, for example, to use their 'walking feet' and walk sensibly through the corridor. Children are familiar with the daily routine because staff make sure this is consistent each day. They place their belongings on their peg and sit together on the carpet for registration. Children confidently greet staff when they hear their name. They engage in meaningful conversations about their day at school. Children are happy and eager to begin their play.

Staff thoughtfully plan a wide range of play activities in line with children's interests, past club activities and learning in school. Children make independent choices about where and with what they would like to play. They use different tools to carefully roll and mould dough to make food items. Children tell staff what is healthy and unhealthy. Staff support children's play and engage them in meaningful conversations about the foods they have created. Children confidently share their knowledge as they explain that having too many sweets is not good for your teeth because they have a large amount of sugar.

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

- Staff support young children to develop strong social skills. They encourage them to work with a partner to build a wooden train track. Children collaborate and engage in purposeful conversations. They quickly work out the best way to build the train track to enable it to go underneath the table and out the other side. Children display high levels of concentration as they successfully build this together. Staff sit alongside to offer them ongoing support and encouragement. Children are proud of their achievements. They continue to play with their newly built track for a prolonged period.
- Staff know children well and effectively support their emotional well-being. They spend one-to-one time with children. They enthusiastically read a range of stories and engage them in discussions, which link to their experiences at home.
- Staff support children to follow healthy routines during their time at the club. They involve them and invite children to help prepare their own snack. Children understand the importance of washing their hands before making this. Staff sit next to children at the table and help them to spread sauce onto their tortilla wrap with a knife before adding some cheese. Children enjoy their snacks and display good table manners. For example, they know that they must finish eating their snack before they leave the table.

- Effective communication methods are in place with parents. At collection time, staff invite parents into the club to see the play activities children have engaged in. They encourage children to share their experiences with their parents.
- Leaders and staff seek the views of parents when reviewing what they do well, as well as areas for development. Parents share their ideas using the parent suggestion box. Following recent suggestions from parents and children, leaders plan to create a 'Kindness Cafe' in the Easter term.
- Partnerships with the host school are good. Leaders and staff build effective relationships with them to promote consistency in children's care and learning. Club leaders speak to teachers at the end of the school day and pass on this information to parents when they collect their children from the club. Leaders arrange meetings with school staff in the spring term to support them to get to know children before they start to attend the club the following term.
- Leaders foster a culture of mutual support. They implement an effective programme for staff's professional development. Leaders meet with staff on a regular basis to discuss their performance and identify training needs. In addition to mandatory training, such as paediatric first aid and safeguarding, staff attend a wide range of additional courses, for example, children's mental health and bereavement training. This helps staff to fully support children's individual needs.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

<b>Unique reference number</b>	2655660
<b>Local authority</b>	Swindon
<b>Inspection number</b>	10308754
<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>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 7
<b>Total number of places</b>	16
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	The Big Adventure Club Limited
<b>Registered person unique reference number</b>	RP911154
<b>Telephone number</b>	07920103561
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The Big Adventure Club Ltd (The Deanary) registered in 2021. It opens from Monday to Friday during term time only. Sessions are from 7.45am to 8.25am each morning and from 3pm to 6pm each afternoon. The club employs five members of staff. Of these, one holds an early years qualification at level 4, three hold early years foundation degrees and one holds early years practitioner status.

## Information about this inspection

**Inspector**  
Holly Smith

## 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 viewed the provision and discussed the safety and suitability of the premises.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff.

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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