

Inspection of The Big Adventure Club Ltd Badbury Park

Badbury Park Primary School, Rainscombe road, SWINDON, WILTS SN3 6ER

Inspection date: 30 April 2024

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

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children are safely escorted to the club by their school teachers, who share information about the children's day. This enables staff to adapt the session to support continuity for the children. For example, staff spend time with children who need extra comfort. Children access well-thought-out activities, many of which have been requested by children on previous days.

Children have good relationships with the staff team. Children tell the staff about their school day and their plans once they are collected. Children laugh and giggle with their friends. Staff talk to children about what they are doing and praise them as they manage to achieve what they set out to do. Children proudly show off their creations, displaying them at the club. This builds children's self-esteem.

Children are well behaved. They listen to the staff and can follow instructions carefully. Staff and children are kind to each other and show respect for different opinions in a calm way.

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

- Leaders and staff provide an inclusive after-school club. They want all children to have complete access and to feel fully part of the club. Staff communicate well with the school and are able to support children as much as possible. For example, the class teacher will discreetly talk to club staff if children have had a particularly stressful day, so that children can continue to be best supported.
- Children with special educational needs and/or disabilities are very well supported by staff. Staff are very well deployed and allow children to make choices and move freely. For example, staff are skilled in observing children from a distance and offering reassurance and support where needed.
- The after-school club provides a language-rich environment for all children. Staff spend time talking to children, helping them to develop the art of conversation. Staff provide children with a selection of books to read and explore. Children enjoy taking quiet time on their own or sharing books with their friends. This helps children to develop a love of books.
- Children have access to a large outdoor playground. Here, they play team games, such as relay races, and use a large parachute that involves all the children and staff. Staff provide hoops and beanbags to encourage children to take part in physical activities. Children really enjoy the outdoor play and are energetic and keen to take part.
- Staff encourage children to be independent in the after-school club. Children manage their personal hygiene, such as washing their own hands and taking themselves to the toilet. At snack time, they choose and spread their own fillings

into wraps. After they have finished their snack, children take pride in handing their plates and cups to staff and ensuring their space is clean.

- Staff have high expectations of children and their behaviour. They talk to children about the impact their behaviour has on others. Children develop respect for each other and understand their similarities and differences. Children are confident and show positive attitudes, welcoming others to join in with their games and play. Children are settled and develop a strong sense of belonging.
- Leaders implement robust systems to consistently monitor the impact of training that all staff attend. Staff welcome the opportunity to carry out further training to improve their performance. Leaders ensure that staff receive a comprehensive induction that enables them to carry out their roles and responsibilities effectively. Following their induction, staff receive further training, coaching and mentoring to enhance their practice.
- Parents speak positively about the staff team. They appreciate how staff ensure that their children feel supported and settled at the club. Communication is clear. Parents comment that staff keep them informed of what their children have been doing. They say that their children are well cared for and are always happy to attend.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	2732795
Local authority	Swindon
Inspection number	10342995
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 12
Total number of places	24
Number of children on roll	127
Name of registered person	The Big Adventure Club Limited
Registered person unique reference number	RP911154
Telephone number	07832304452
Date of previous inspection	Not applicable

Information about this early years setting

The Big Adventure Club Ltd Badbury Park registered in 2023. It operates from Badbury Park Primary School, Rainscombe Road, Swindon. The after-school club is open each weekday, from 3pm to 6pm in term time. Six members of staff work with the children. Of these, five hold childcare qualifications at level 3 or above.

Information about this inspection

Inspector

Marie Swindells

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed the interactions between the staff and children.
- The inspector viewed parent testimonials during the inspection and took account of their views.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The nominated individual provided the inspector with a sample of key documentation on request.

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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