

The Big Adventure Club

Inspection report for early years provision

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Inspector Hilary Elizabeth Tierney

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

The Big Adventure club was registered in 2009 and is one of eight settings owned by the same providers. They are on the Early Years Register and both parts of the Childcare Register. The setting offers an after school club in the premises of Catherine Waite Primary School, Abbey Meads, Swindon. They currently operate between the hours of 3.00pm and 6.00pm five days a week, term times only. Children have access to a base room in the school and the main hall. The school playground is available for outside play.

The setting is registered to care for up to 24 children under eight, of these no more than 16 may be within the early years age range. There are currently 56 children on roll, of these 28 are in the early years age group. Children attend from the school. The group currently has no children attending who have special educational needs and/or disabilities or who speak English as an additional language.

The group employs two members of staff. Both have completed a National Vocational Qualification at level 3 in Childcare and Education. At present the owner, who is appropriately qualified, helps out when numbers require. The group has close links with the school, whose rooms they use.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy, comfortable and secure in their surroundings. Their individual needs are met well and they are developing good relationships with staff and each other. Children are active learners, encouraged to be independent and contribute to the activities they take part in. Extremely detailed policies and procedures contribute to the smooth running of the setting. The self evaluation process is effective and areas for improvement have been identified which demonstrates a commitment to improvement. There are good partnerships with parents and the school. Parents have easy access to information about the setting and contribute to their child's learning.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop risk assessments further with particular attention to individual outings to continue to help keep children safe when away from the premises.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well and staff are clear about the procedures to follow in the event of having any concerns about children in their care. Clear records are kept of children's existing injuries and these are shared with parents. Careful planning of activities especially when outside ensures the safety of children. Detailed risk assessments are completed for all settings that are owned by the provider, consequently this means they do not always cover all aspects of the environment at this particular setting that children come into contact with. Some outings have been carried out with children, but no written risk assessments for these have been completed. Regular fire evacuation procedures are completed and records kept are detailed. Security of the premises is good and a password system is in place for authorised people when collecting children. Children are aware of the rules of the group and understand they need to ask to go to the toilet and older children are able to go on their own and staff escort the younger children. All staff are suitably checked and effective procedures ensure staff are well trained and kept up-to-date with all policies and procedures.

Good resources are easily accessible for all children. They are able to request more resources out should they decide they want different ones out. Resources reflect the diversity within the community and staff are fully aware about how to include all children. Equality and diversity is promoted well within the setting and children's needs are met well. There is a successful key person system in place and learning journals are completed for all younger children which helps staff plan activities around their interests and needs. These are regularly shared with parents and comments requested from them. The partnership with parents is good and detailed information is shared with them. They have easy access to their child's journal, the photograph folder and 'wow' folder, and policies and procedures. All written parental permissions are in place. Links with the school are strong and although the group have only been operating from this setting for a short while, the staff have developed good links with the school staff.

This is the group's first inspection and they have not been operating for long consequently a formal self-evaluation has not been completed. However, the owner and supervisor of the group have a detailed action plan in place which has clearly identified areas for improvement at the setting and time scales of when they would like them done by. This demonstrates a good commitment to driving improvement and to provide good quality childcare.

The quality and standards of the early years provision and outcomes for children

Children are active learners, happy and comfortable in their surroundings. They use rooms which are used by the school during the day so children know these well. Children were observed helping each other during the session and the older ones helping the younger ones. Children were observed holding the doors open for each other and thanking each other when going outside, with no prompting from

the staff. Children are encouraged to contribute to the activities and make suggestions for future ideas for the group. The suggestion box is used well by children and their ideas are looked at regularly by staff. Children are developing skills for the future. They are making good relationships with staff and interactions between them are good. Staff join in with children's games with enthusiasm and help children to make choices and decisions for themselves. Staff are caring and show respect towards the children. They are good role models and use effective praise and encouragement with the children and they respond with good behaviour.

Children are learning about healthy lifestyles. They understand about hand washing before eating. They have healthy snacks and drinks provided and children understand they can access more drinks when they want. Children are encouraged to help with setting the tables and tidying up after snacks and a helper is decided on at the beginning of the session. Staff have a good awareness of the dietary needs of children and any allergies they may have are carefully noted so staff can easily refer to these if needed. Clear accident and medication records are kept and shared with parents. Children have regular access to fresh air and exercise. They were observed having a lovely time outside playing team games and playing with balls, skipping ropes and stilts.

Children have a lovely time at the setting and interact well with each other and the staff. They are kept well occupied with a range of interesting, stimulating activities. They were observed having a good time developing their imagination through role play and developing their creative skills with drawing and colouring. They were observed taking part in reading books alone and together and the older children were observed reading to the younger children. Children enjoy playing snooker, with construction resources such as Lego, board games and jigsaws.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met