

# Big Adventure Club (Shaw Ridge )

Inspection report for early years provision

---

**Unique reference number**

EY400995

**Inspection date**

01/11/2010

**Inspector**

Angela Cole

**Setting address**

Shaw Ridge School, Ridge Green, Shaw, SWINDON, SN5  
5PU

**Telephone number**

07832304452

**Email**

**Type of setting**

Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Big Adventure Club (Shaw Ridge) opened in 2009 and is one of fourteen settings owned by the limited company. The setting offers a breakfast and after school club in the premises of Shaw Ridge Primary School in Swindon, Wiltshire. Children have access to a base room and secure outside area at the community centre attached to the school. They also have access to the schools information technology suite and outdoor spaces, including a trim trail and allotment area. The club is open each weekday from 8am to 9am and from 3pm to 6pm during term time.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for up to twenty four children under eight years, of these no more than sixteen children may be within the early years age group. There are currently three children in the early years age group on roll and the club also cares for older children up to the age of eleven years.

There are two members of staff, one of whom holds an appropriate early years qualification and one is gaining a qualification. One of the directors is currently working towards an early years care education degree and early years professional status. Operational links are in place with school as an early years provider.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club staff have embraced the Early Years Foundation Stage and provide a very good range of early years experiences for the children. Outcomes for children are very good and the atmosphere within the club is calm and relaxed with children of varied ages enjoying one another's company. An effective key person system is implemented to ensure each child is fully included. Some systems, such as for assessment, are still being put into place and a weakness in respect of safety in the environment does not have a significant impact upon the outcomes for children. The company demonstrates full commitment to ongoing improvement, while positive partnerships with parents, carers and the school that children attend effectively enhance the quality of care the children receive.

## What steps need to be taken to improve provision further?

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

- carry out regular evacuation drills for all the children to consider any problems encountered and how these were resolved
- consider ways of extending systems to support children's development through their enjoyment of child-centered learning.

## **The effectiveness of leadership and management of the early years provision**

Steps taken to safeguard children's welfare at the club are effective. Both staff have attended general and in-house child protection training to ensure they are familiar with Local Safeguarding Children Board procedures. Suitability of staff is assured through effective recruitment and vetting procedures and children are protected from those who are not vetted. The premises are safe and secure at all times. Appropriate risk assessment records are maintained and a daily safety check list is used.

The staff work well together as a team and are clear about their roles and responsibilities. As key persons, they know the children in their group well and liaise closely with parents and school staff to ensure consistency of care and to share information about children's interests. Staff build up good relationships with parents so that children are cared for in accordance with their wishes. Families receive detailed information about the club, for example, in newsletters and via the company's website. A friendly rapport is established with parents who are well informed about their child's activities so they are able to support them effectively at home. For example, they share their creations and talk with the approachable staff at the end of the day.

The directors work closely with staff to reflect upon practice and to identify areas for improvement. Staff are actively encouraged to pursue their own professional development, attending relevant training and sharing with each other. They are enthusiastic and keen to improve provision. They are open minded about new ideas, incorporating these in this setting to good effect; for example, children take it in turns to do their own daily risk assessment so that they become safety conscious. Groups of children are regularly involved in aspects of decision making and planning so that they feel valued and know that their contribution is relevant and important.

A child-centred approach is well implemented with good focus on equality and diversity. The staff ensure that they promote the learning and development requirements of the Early Years Foundation Stage. Children have plenty of opportunities to make choices for their play activities in the well-resourced, open-plan environment. As a result, the outcomes for children are positive. This is a very sociable out-of-school club where all children feel welcome.

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

All children are happy and enjoy their time at the club. They have immediate access to a wide range of stimulating, challenging toys, games and activities. Staff's activity planning is appropriately based around the interests of the children. Systems are being developed for children to keep examples of their artwork and

for staff to use these and their observations to enhance the assessment and monitoring of children's development. As a result, children make very good progress in all areas of their development. For example, they are challenged to design an allotment and personalize it with their artwork. Children effectively develop their language and thinking skills as they enjoy relaxed conversations with staff and each other. For example, they negotiate during table games and confidently practise their thinking skills to find out how technology equipment works. Children are keen to spend long periods outdoors all year round where they explore natural materials, including sand and water.

Children feel valued, safe and relaxed with the team of familiar adults who support their individual needs. Staff actively join in with the children's play and show sincere interest in what children do and say, including their imaginative ideas about 'posting letters'. The adults effectively help to extend children's interests and knowledge by offering open questions and comments. For example, during play with cards and a dispenser, the key person asked, 'What's happened? What shall we do? Why don't they need to go on top?' As a result, children are engrossed and enjoy their play. Children settle quickly in the relaxed atmosphere and all are well included. A wide range of resources, including a child's wheelchair and labels in different languages, gives children suitable experiences of individuals from the wider community for them to develop a positive attitude to others. The children's behaviour is managed sensitively through the consistent staff support and sharing of information with parents. For example, children are praised when they use suggestions in a 'What to do when I'm cross' book and willingly respond to suggest the club's 'golden rules'. Children highly benefit from the staff's calm approach and from their continuous role modelling of consideration and politeness towards each other.

The children effectively learn to keep themselves safe as, over time, they learn about potentially hazardous aspects of the premises. Regularly practiced to leave the premises in an emergency are held during school and club time although the children in the early years have not yet practised fire drills from the setting. The children gain a good understanding of a healthy lifestyle. They have free access to fresh air and exercise in the spacious playground for energetic games with balls and hoops, and challenging play with a wide variety of wheeled toys, including scooters. They regularly negotiate challenging physical equipment and energetically dig in soil. Children gain a good understanding about hygiene as they willingly wash before handling food and follow the posted instructions. Suitable arrangements ensure that children receive consistent care regarding medication, accidents and illness. The children recognise the importance of taking regular drinks as a way to maintain their health. They plan and enjoy varied, well presented and nutritious foods that comply with any special dietary requirements to ensure children remain healthy.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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