

The Big Adventure Club (Prior Park)

Inspection report for early years provision

Unique reference number EY408239
Inspection date 02/06/2011
Inspector Rosemary Davies

Setting address 2 Prior Park Cottages, Prior Park School, Calcutt Street,
Cricklade, SWINDON, SN6 6BD

Telephone number 07852222766

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.

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
W: www.ofsted.gov.uk

© Crown copyright 2011

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

The Big Adventure Club (Prior Park) is one of nine provisions run by The Big Adventure Club Ltd. It registered in 2010 and operates from Prior Park School in the town of Cricklade, north Wiltshire. The after-school club has use of facilities in the pre-preparatory school. The holiday playscheme has use of additional facilities in the main school building and access to an adventure playground. Other outdoor play areas are available. The after school club is open to children attending the school and the holiday playscheme is open to all children in the local community.

The club is registered to care for a maximum of 30 children under eight years at any one time, all of whom may be on the Early Years Register. The club is registered on the compulsory and voluntary parts of the Childcare Register to care for children over five years to 13 years. The after school club operates daily during the school's term time from 7.30am until 8.30am and from 3.30pm until 6pm. The holiday playscheme operates throughout the school's holidays, with the exception of the Christmas holiday. It starts at 8am and finishes at 6pm, weekdays only.

The provision employs a total of seven staff across the club and playscheme. Of these staff, all are qualified appropriately to at least level 3, with two qualified to level 4 and one working towards Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children in this small, friendly provision feel an exceptionally strong sense of security. Individually, they are extremely well known to all the staff, who accommodate their preferences and characters by providing an inclusive provision. Overall, all children make at least good progress in all outcomes, enjoying a wide range of stimulating, fun-filled activities that complement what they learn elsewhere in the Early Years Foundation Stage. Children use excellent accommodation, indoors and out. Partnerships with parents and others contribute strongly to children's progress and well-being. The provision's owners evaluate rigorously, drawing on experiences across their wider business to develop what they offer here and continually move forward. They demonstrate an excellent capacity to maintain improvement in outcomes for the children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improving further the promotion of children's good health through the prevention of cross-infection, in particular regard to children's drinks

- enhancing children's ability to develop skills for the future by considering the provision of books in the outdoor area.

The effectiveness of leadership and management of the early years provision

Safeguarding children's welfare is of paramount importance. All staff understand their roles in protecting children and update their knowledge and skills to keep abreast of any changes, such as adapting documentation to improve recruitment systems. As a result, staff working with the children are vetted as being suitable to work with them, are well qualified and receive a thorough induction on commencing employment. From the outset, they know what training and further qualifications they will be expected to undertake. Comprehensive risk assessment processes mean children play in safe, secure premises with a coded entry system. All outings are carefully risk assessed in advance. Overall, children's good health is maintained well, although the drinks system requires review. Staff take a flexible approach. They are mindful of the weather when it becomes extremely warm and encourage some quieter indoor time, so children are out of the hot sun and resting.

The owners share a clear vision for their provision, being forward looking across their business. There are rigorous systems in place to monitor and evaluate policies and procedures, based on the owners previous working experiences. Staff, parents and children contribute their views. Changes implemented since registration have improved outcomes for children because of these.

High quality accommodation and resources enhance children's experiences, progress and development. Staff make highly effective use of both the inside and outside space with children free to decide whether they will play indoors or outside for much of the day. All resources are of high quality and most are used effectively to promote learning; however, staff have not considered the use of books in the outside area, although children are free to take some outside if they wish. Many children opt to be outdoors for long periods, which helps those who prefer to learn there. Staff promote equality and diversity extremely well in other ways too, providing an inclusive environment and challenging statements such as 'Girls can't do cartwheels'.

All partnerships are extremely supportive of helping staff to meet children's individual needs. Relationships with parents are positive, professional and provide excellent two-way communications to the children's benefit. A website offers detailed information about the provision with hardcopy details available if needed. Staff listen and act on children's suggestions for the provision of additional activities and outings. Parents' views are sought regularly and result in improvements, such as healthy options available in the 'smoothie Shop' rather than a tuck shop. The provision communicates extremely well with other providers of the Early Years Foundation Stage, so that the provision complements what children learn elsewhere through extremely well thought out fun-filled experiences.

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

Excellent relationships lie at the heart of this club's success coupled with the owners' keen knowledge of the Early Years Foundation Stage requirements for out of school provision. Staff succeed in promoting requirements through a wealth of highly worthwhile experiences that children thoroughly enjoy. They retain the school's ethos for high expectations for behaviour but through a more relaxed atmosphere. Children's behaviour is excellent. They cycle extremely carefully when outside so they do not bump into anyone. Children have considerable say in what happens in the provision. They relish taking on small responsibilities, helping to tidy up willingly and watering their vegetable plot. They understand the well-established routines and clearly feel extremely secure. They know just who they will go to if feeling upset and in need of comfort.

Staff plan a carefully thought out activity programme covering all required areas of learning. They achieve a successful balance of those led by adults matched with free choice by children. Children enjoy making their own decisions about what to do, both indoors and out; consequently, they play with purpose and concentration. Experiences are enhanced through regular outings during the holidays to places of interest, often chosen by the children, such as to the Bristol aquarium or Cotswold Wildlife Park. These broaden children's knowledge, helping them learn about the wider world.

In the provision itself, children use an excellent range of physical play activities. They try their skills at skittles, swingball and enjoy swings, setting their own challenges when using the 'adventure playground'. They paint freely from their imaginations to create 'decorations' for the 'Cafe' when parents are invited for tea. They put names on their creations, practising the early writing skills they learn elsewhere. They decide what flavour biscuits will be offered for this special occasion, how much these will cost and then make them with much enthusiasm. Staff carefully use language to extend children's vocabularies as they prepare, such as 'instructions' and 'ingredients'. Staff include all children and give a lot of individual attention, so that each contributes and everyone's voice is heard and listened to. Children know that they must wash their hands before they start a baking activity and that they wear special aprons. They notice how ingredients change when mixed together and the subsequent cooking aromas. Staff encourage children to count how many are made as each biscuit is lifted from the baking tray. Numeracy questions are varied to match children's individual abilities, so that some are involved in subtraction. Such adult-led activities help children gain valuable skills for their future lives. Additionally, a wide range of well-presented books attracts children's attention and staff are on hand to read stories to individuals, when asked.

Staff know the children exceptionally well and skilfully accommodate their individual characters and preferences. They know who needs extra encouragement to eat their packed lunch and who requires a good rest at lunchtime. Children progress well overall in learning about healthy lifestyles as they enjoy being in the fresh air, have plenty of exercise and learn about healthy eating. Children are very

independent in their self-help skills but sometimes mistakenly select a drinks beaker that has already been used, so risking cross infection. Children grow some of their own fruit and vegetables, noting that strawberries are 'almost ready to eat' and help themselves to additional drinks on warm days They know that too much sugar is not good for their teeth but that it's 'ok to have cookies sometimes'.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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

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