

The Big Adventure Club (Churchfields)

Salcombe Grove, SWINDON, SN3 1ER

Inspection date	14/04/2014
Previous inspection date	28/01/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Safeguarding is given high priority. Staff are very aware of the importance of providing a very safe and secure environment for children to play and learn in.
- Links with other providers and professionals are good. Consequently children's individual needs are well supported and a continuity of care is valued by all.
- Staff are welcoming and approachable. They work effectively as a team to develop and improve their teaching and learning for the children.
- Effective evaluation systems ensure that staff, parents and children engage well in continual reflective practice.

It is not yet outstanding because

- Opportunities are occasionally missed for children to gain independence as staff carry out tasks for children that they can do for themselves.
- Occasionally, the organisation of group activities for younger children is not fully effective in enabling them to play a full and active part in all learning experiences provided.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the premises and observed children playing in the play rooms and the outdoor area.
- The inspector met with the directors and spoke with staff and children at appropriate times during the inspection.
The inspector looked at children's assessment records and planning, staff suitability records, food hygiene procedures, behaviour management procedures, risk assessments and kitchen safety checks, the providers' self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector invited one of the providers to conduct a joint observation.

Inspector

Julie Swann

Full report

Information about the setting

The Big Adventure Club (Churchfields) registered in 2012. It is one of 10 settings run by Big Adventure Club Limited. The nursery operates from a bungalow on the site of Churchfields Secondary School in Swindon, Wiltshire. Children have access to the whole bungalow with three play rooms and a sensory room. There is an outdoor classroom and an enclosed outdoor garden with bark and grassed areas. The nursery opens each weekday from 8am to 6pm all year round, except for bank holidays and the Christmas period. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. There are eight members of staff available to work with the children, who all hold appropriate early years qualifications. The director and manager hold Early Years Professional status. Operational links are in place with the school where the nursery is located.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- offer children further opportunities to gain independence by allowing them to carry out more tasks for themselves
- develop further the organisation of some activities for younger children, so they can consistently play a full and active part in all learning experiences provided.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children benefit from an enthusiastic and motivated staff team who have a good knowledge of the learning and development requirements as set out in the Statutory Framework for the Early Years Foundation Stage. Individual children's developmental journeys and tracking systems show how children are making good progress towards the early learning goals. Staff assess children's starting points on entry using the 'All about me' profiles. They make regular observations of children's achievements and use these effectively to plan challenging learning experiences for children. The whole staff team contribute to planning, with each staff member providing information for their key children's next steps and they evaluate activities at the end of each session. Staff support children with special educational needs and/or disabilities very well to maximise their learning. They receive lots of one-to-one support and stimulation by the caring staff who use individual educational plans and work alongside other professionals and parents to meet their individual needs. This successfully promotes a consistent approach. As a result,

children make good progress in their learning.

Staff provide children with a bright and inviting environment that has a good range of toys and resources which they can access independently. This helps to enable them to make choices and decisions in their play and direct their own learning. For instance, an older child freely accesses paper and crayons which they use to draw an intricate 'ferry ticket' to go to France. They then confidently discuss the ferry they need to take with staff, which inspires other children to follow their lead and draw their own tickets too. This shows children are confident in having their own ideas and are able to critically review the success of these. Children happily sit looking at books, turning pages and pointing at pictures. This means they are beginning to understand that text carries meaning and appreciate reading as a pleasurable pastime. Staff promote children's mathematical skills using number language in their conversations, asking children 'how many raisins are there in their lunch bag or 'how many acorns are in the play fort' and praising children as they count to 10. This enables children to take part in the activity in a way that is easy for them to manage. Consequently, they maintain their interest for a good amount of time and make clear connections in their learning.

Children have good opportunities to practise and extend their communication and language skills. Staff listen attentively to them and use open-ended questions allowing time for children to respond. For instance, during a group activity staff teach children to recognise letters of the alphabet and to link sounds to these which lays the foundations for decoding words. However, on occasions younger children sometimes have to sit and wait too long and become easily distracted, which has an impact on their learning. Nonetheless, staff have a good understanding of the individual needs of all children and are meeting these well overall.

The outdoor area has been equipped to encourage physical play through the provision of large equipment, which the children enjoy using. There is also a sensory garden, providing good opportunities to explore the natural world, grow vegetables and study mini-beasts. Staff also support children to seek challenges and to test their ideas. For example, whilst outdoors children build crates on top of each other. They do this repeatedly before one child states, 'let's make a water fall' and the staff member skilfully supports the children in placing pipes through the crates. The children are invited by the staff to find a solution to which water pipe flows faster and decide that by mixing food colouring in the water they will be able to conclude 'much better'. Children get the food colouring and confidently experiment, well supported by a responsive member of staff. This shows children have good opportunities to use their knowledge and enjoy meeting challenges. Consequently, they make good progress in their learning and are well prepared to move on to school when the time comes.

Parents are encouraged to contribute to their children's learning stories and are regularly kept up to date by their child's key person on the progress that their individual child has made. For example, parents receive summary reports each term on their child's stage of development and their next steps in their learning. Children's learning records give a clear overview of their progress over time. This information is shared with parents, who are encouraged to share their views and enhance children's development at home. Verbal daily discussions with their child's key person also keep parents informed of their child's

progress. Parents of younger children receive daily diaries to share important care routines. Regular parents' evenings, newsletters and daily informal contact help to ensure that parents are well informed and involved in their children's care and early education.

The contribution of the early years provision to the well-being of children

Staff act as good role models and are reassuring and friendly. The nursery is lively and well organised. The bright wall displays portray a diverse range of creative skills children are acquiring, including painting, printing, collage and colouring. There are cosy areas created with comfortable seating and soft furnishings to help children rest and relax. The staff team implement the key person system effectively. Staff have a secure understanding of each individual child's interests, likes and dislikes, needs and routines, therefore, enabling children to form secure attachments. As a result, children's personal, social and emotional development is supported very well.

Staff have clear and comprehensive methods in place to ensure children develop an understanding of a healthy lifestyle, which protects them from infection. Children and staff have a good understanding of the importance of self-care, as they independently wash their hands before having meals and after going to the toilet, ensuring staff support healthy practices, which are well developed. A child friendly poster of instructions of how to wash their hands is clearly on display in the setting, helping children learn about good hygiene procedures. Staff discuss hygiene and hand washing procedures with children who confidently reply 'germs are yucky'. Children enjoy the social snack time as they chat and laugh openly together. Such opportunities enable children time to make friendships and build relationships while feeling secure in the relaxed atmosphere. However, opportunities are missed which enable children to gain independence and carry out some tasks for themselves. For example, staff pour out the water from jugs into cups while children sit down, thus restricting the existing opportunity for independence. In addition, children are not able to independently wipe their own noses as staff do this for them.

There are good resources in the nursery that are often replenished as the provider regularly renews the equipment available. Children have plenty of opportunities to use the outdoor play area and extend their physical skills through pedalling bicycles, climbing and using bats and balls. They extend their creative ideas as they use the large wooden fort and include each other in their imaginary play scenarios. Children learn about their own safety as staff gently remind them of how to use their environment safely as they play. Staff gently reinforce clear guidelines when necessary and take time to explain to children the impact of their actions on others. For example, staff explain to children when they open the kitchen stair gate the importance of walking through the kitchen area slowly and calmly to keep one another safe and prevent accidents. Consequently, children sensibly wait in line and give each other space as they walk through this area on their way to access outdoor play. Children readily accept this and diligently check with staff before entering the area, to ensure that they can walk through or if a restriction is in place. This further prepares them for the transition to school.

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

The management team and staff fully understand and meet the safeguarding and welfare requirements as set out in the Statutory Framework for the Early Years Foundation Stage. This means that children are well protected and supervised closely in the setting. Staff are welcoming, enthusiastic, motivated and they are well deployed. Staff morale is high while being led by a dedicated management team. The providers take an active role within the nursery by providing support, guidance, knowledge and training. Therefore, they, along with the staff, play an active and very influential part in supporting each child and their family. The interactions between adults and children demonstrate secure bonds are being made and the staff work well together as a team to provide good quality teaching and care. Staff create a calm environment and have a sensitive approach, which means children learn right from wrong in a nurturing environment. Staff speak softly, gently and sensitively to children and all staff has completed behaviour management training.

The nursery has clear policies and procedures in place to further support them that help to further protect children. The recruitment and vetting of staff is robust to make certain staff are suitable to work with children. Management obtains references and Disclosure and Barring Service checks before staff go through the induction process, which is very comprehensive. Procedures for safeguarding children are good, as staff understand their responsibilities and prioritise these to keep children safe. All staff undertake training in child protection, and as a result, they are confident in recognising the possible indicators that a child may be at risk of harm. They know what to do if they have any concerns about a child's welfare or about a colleague to protect children's welfare.

All staff hold an early years qualification and their continuous professional development further supports their good understanding of how children learn and has a positive impact on nursery practice. Staff have good opportunities for supervision and appraisals with the provider along with regular staff meetings. These are used to assess the staff's quality of teaching, build on their existing strengths and highlight any areas for development to improve outcomes for children.

The nursery building is secure with access only available through a large electronic metal gate that has a buzzer entry system and controlled by the adjacent school. The management team on the premises carries out daily safety checks both indoors and outdoors and only senior members of the staff team answer the door. The identity of any visitors is meticulously checked, which means there is no unauthorised access to the building or children. A staff member supervises children at all times. The kitchen is permanently enclosed when staff members are not in this area and is fitted with wall brackets and a high gate to prevent unsupervised access, particularly in the bin area by children. In addition, staff constantly and effectively monitor the kitchen area as children pass through, supported by another staff member to access the outdoor environment. Parents are promptly informed of any accidents that occur and the management team analyse accident records to closely evaluate the provision, making any changes required rapidly if necessary to safeguard children. Staff carry out fire drills regularly and more frequent should new staff or children start at the nursery to help them all keep safe in an

emergency. Thorough risk assessments are in place and updated regularly. Staff further protect children's safety and minimise hazards through undertaking daily checks in each play area. All of these procedures ensure that safety is of a high priority, making it a safe environment.

The providers have good processes in place to evaluate and monitor practice and secure continuous improvement. The management and staff team are constantly looking for ways to be even better. Together they strive to provide the best provision for children to help them make even better progress and secure continuous improvement. The setting has clear systems to support children's transitions to other settings and with parents' agreement they share information between settings to support children further. For example, they regularly share information regarding the children's learning and development to help aid their progress effectively. Comprehensive policies and procedures are well maintained and made available to parents to ensure they are clear about how the nursery runs and their children are cared for. Parents spoken to at the time of the inspection were extremely complimentary. All parents felt they were kept very well informed, that their children were happy, content and extremely well supported to settle quickly and be fully involved in all activities and learning experiences.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY444759
Local authority	Swindon
Inspection number	967490
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	36
Name of provider	The Big Adventure Club Limited
Date of previous inspection	28/01/2013
Telephone number	07852 222766

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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