

Big Adventure Club (Shaw Ridge)



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

Inspection date

16 January 2015

Previous inspection date

1 November 2010

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

Summary of key findings for parents

This provision is good

- Staff provide a friendly welcome which means children feel confident, secure and develop good relationships with the staff.
- Children benefit from outdoor play in the secure play area, which provides them with fresh air and exercise as part of a healthy lifestyle.
- Staff demonstrate a good understanding of how to support children's interests and learning. As a result, children are engaged in their play and ready to learn.
- Effective partnerships between staff, parents and the local school ensure key information about children is shared between them. This promotes children's learning and welfare effectively.

It is not yet outstanding because:

- Children have few opportunities to learn about the wider community through direct contact with a range of people.

What the setting needs to do to improve further

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

- increase opportunities for children to learn about the wider community through, for example direct contact with a range of visitors and trips in the locality.

Inspection activities

- The inspector observed children playing in the club and how staff interact with them.
- The inspector spoke to staff, the managers and the children at appropriate times.
- The inspector sampled relevant documents.
- The inspector observed practice with a manager.
- The inspector read parental feedback questionnaires.

Inspector

Karen Prager

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff provide a good range of activities which complement children's school day and promote their learning and development. Staff support and encourage children in their play and this contributes well to children's learning. For example, staff help children to find the numbers on their bingo card. Staff promote children's emerging literacy skills by encouraging them to add their ideas for future activities to the posters displayed. Children are keen to be involved in the activities and are well prepared for their future learning. Children have some opportunity to learn about the wider world through discussion with staff and craft activities. They also occasionally visit the local park where they enjoy using the large equipment. However, children have few opportunities to learn about their local community through, for example visitors to the club or through visits around the locality.

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

Staff support children well when they start and help them feel secure as they develop positive relationships with their key person. Children's behaviour is good. They cooperate well with each other because the staff instil good manners and appropriate boundaries. The play room is safe and welcoming with a wide range of toys for children to play with both inside and outdoors. Children develop a good level of independence as they choose what they would like to play with and help clear away the toys. Children are encouraged to take responsibility for managing their personal hygiene and staff have placed helpful reminders in the toilet area regarding hand washing. This means children confidently wash their hands using soap before they eat.

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

The providers and staff have a secure understanding of their responsibilities. A range of policies and procedures underpin the staff's practice. Staff understand the safeguarding policy and they undertake regular training. This means they know the steps to follow should they have concerns about a child to safeguard children. Self-evaluation identifies what is working and what needs developing. Staff supervision is effective in monitoring staff performance. Staff continually improve the quality of provision and regularly attend training to extend their knowledge of childcare and learning. The staff actively seek the views of children and parents and seek to implement any suggestions for improvement.

Setting details

Unique reference number	EY400995
Local authority	Swindon
Inspection number	831058
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	24
Number of children on roll	4
Name of provider	The Big Adventure Club Limited
Date of previous inspection	1 November 2010
Telephone number	07832304452

Big Adventure Club (Shaw Ridge) opened in 2009 and is one of eleven clubs owned by the limited company. The club offers a breakfast and after school club in a room in the community centre suite in Shaw Ridge Primary School in Swindon. Children have direct access to a secure outdoor play area. They also have access to the school's outdoor spaces. The club is open each weekday from 8am to 8.45am 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. There are currently four 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 who work with the children. Both staff have appropriate qualifications and experience in childcare. One director holds Early Years Professional Status and works in the club occasionally. Operational links are in place with the school as an early years provider.

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