

Adventure Club

Sun Postal Sports Club, Bellmount Wood Avenue, WATFORD, WD17 3BN

Inspection date	07/02/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	Not Applicable
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

- Children behave well, play cooperatively and are kind and helpful to each other.
- The club provides a friendly, welcoming environment where children are able to relax, feel safe and have fun at the end of a busy school day.
- Staff value working in partnership with parents, which helps ensure children's care and learning needs are met well.
- Regular praise and encouragement from staff promotes children's sense of achievement and helps to develop their self-esteem.

It is not yet outstanding because

- Self-evaluation arrangements do not routinely take into account the views of parents and children.
- Opportunities for children to make independent choices are not developed to the very optimum.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 observed activities in the main hall and the outside learning environment.
- The inspector held discussions with the owners/managers, staff and children.
- The inspector looked at a range of documentation including children's assessment records, a selection of policies and staff and children's records.
- Views of parents were taken from parental feedback sheets.

Inspector

Jane Mount

Full Report

Information about the setting

Adventure Club was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a privately owned out-of-school provision and operates from Sun Postal Sports Club in Watford, Hertfordshire. It has use of a single storey building with outdoor play facilities. Children are either collected from local schools by minibus with staff members or walk to the club with staff members.

Adventure Club operates a breakfast club, an after school club and a holiday playscheme. During term times a breakfast club is provided from 7.30am to 9am and the after school club runs from 3pm to 6.30pm, Monday to Friday. During the school holidays a playscheme operates from 8am to 6pm, Monday to Friday. Children from four years can attend. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The club employs six members of child care staff. Of these, five hold appropriate playwork or early years qualifications at level 3. The club receives support from the local authority.

What the setting needs to do to improve further

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

- enhance opportunities for children's independence and cooperation skills to be fully extended through developing the indoor and outdoor environments to enable them to make more independent choices in their play
- build on self-evaluation by extending how the views of parents and children are incorporated, to further assist in identifying areas for further enhancement.

Inspection judgements

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

Children are supported well in the busy club environment. Each early years child has their own key person and they spend time getting to know the child and helping them to settle. For example, new children and their parents are asked to complete a profile sheet and this gives the child's key person knowledge of the child's interests and abilities when they first join the club. Staff then monitor children's learning through observing children at play and identifying their achievements. The key person continues to work closely with parents. For example, they ensure parents are kept fully informed about their children's progress through regular discussions and the provision of end of term written reports. They also encourage parents to be actively involved in their child's learning through sharing children's achievements from home.

Staff use the information gathered from observations of children to assess children's progress and to then build on children's abilities and skills through effectively planning the next steps in their learning. Children are supported by well-deployed staff who spend their time chatting with the children and showing a real interest in each individual. They ask children questions to make them think and talk with children in a relaxed way so even the

less confident children are happy to discuss their day at school or what they plan to do at the weekend. Children have good relationships with staff who know them well and who listen with genuine interest to what they have to say. Staff move around the hall to be available to join in with children's play providing a successful balance of supervision, interaction and modelling of ideas. This helps to facilitate and support children to acquire the skills and capacity to learn and to assist them in their future learning.

Children have fun and enjoy their time at the club. They show high levels of energy as they play with their friends. Children show confidence and good communication skills as they confidently join in with activities, talking about what they are doing while taking account of others' ideas. For example, when playing with the play kitchen children learn to play cooperatively as they discuss who is going to 'cook' the dinner and then discuss together what they would like to eat. When playing with small interconnecting bricks children exchange and share ideas with friends as they build models together.

Children make good progress in their learning as they experience a balance of play experiences which cover the seven areas of learning. Staff take children's individual needs and interests into account as they plan and organise activities to engage and motivate children. Overall, children's independence is valued and encouraged. For example, children take an active role in tea time as they pour their own drinks and make independent decisions about what they want to eat. Children can make some independent choices in their play when accessing the indoor and outdoor environments. However, this is not consistently promoted.

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

Children behave well as they are encouraged to take responsibility for themselves as they learn to listen, share and be kind to others. This results in an environment where children quickly learn what is expected and they cooperate with each other. For example, older children have a mature attitude as they amicably resolve minor disputes and act as good role models for younger children. Younger children enjoy the challenge when they are invited to join in the older children's games and develop a sense of achievement, such as when they are praised for helping to win a board game. Staff use effective behaviour management strategies to teach children how they can play together harmoniously and at the same time learn how to share in a productive manner. For example, children learn to take turns when playing on a popular computer games console as staff have introduced a timer. This has proved to be highly successful as children have begun to organise between themselves whose turn it is next. Children are given extra roles of responsibility and have opportunities to have their opinions heard. For example, a club council has been set up which gives them a voice and enables them to be actively involved in the organisation of the club.

Children's well-being is promoted as children form secure attachments as they receive continuity in their care and learning. This is because an effective key person system helps to ensure staff work in close partnership with parents. Staff are friendly and approachable and children are happy and enjoy coming to the club. They talk confidently and assertively about the activities they enjoy and show a good awareness of their own needs. They are

considerate and play well with their peers. Children's ability to communicate with other children and adults helps them to be prepared for transitions in their life, such as changing teachers or moving classrooms. Staff work well together to make sure that all children receive the care and support they need and daily routines are familiar to children which helps them to feel settled and secure. For example, tea time is used as a time for social interaction and children enjoy sitting with their friends and discussing the school day. Children learn to keep themselves safe by using equipment in a safe and appropriate way, discussing the risks and avoiding danger. For example, they discuss road safety with staff when walking to the club from school or when travelling in the minibus they know they must wear seat belts. Regular fire drills and discussions increase children's knowledge of safe action to take in an emergency. Children know simple rules, such as tucking chairs under tables after tea can prevent them tripping and hurting themselves.

Children have plenty of opportunities to develop a good understanding of a healthy lifestyle and the importance of exercise. For example, they are provided with nutritious food choices at tea time and enjoy cooking activities, such as making fruit kebabs or pizzas with healthy toppings. They learn about the importance of personal care routines, such as hand washing to stay healthy. Children's physical development is fostered well as children develop self-confidence in their physical skills as they use a varied range of equipment. For example, they skilfully negotiate obstacles as they move around the hall on sit-on bouncing balls or play football outside.

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

The management and staff team fully understand their responsibilities to ensure they meet the requirements of the revised Early Years Foundation Stage and they do it well. This is the club's first inspection since registering and they have worked hard to provide a good quality service and this is reflected in their practice. For example, comprehensive documentation, including written policies and procedures, underpin the good practice within the club. The staff team work together well to provide safe environment where children's welfare is protected and their learning and development promoted.

Safeguarding arrangements in relation to child protection are thorough and ensure children are protected. For example, all staff undertake safeguarding training and have a secure knowledge of what they must do if they have a concern about a child's welfare. They give priority to keeping children safe. For example, the premises are secure with access closely monitored by staff who are alert for visitors or parental arrivals. Efficient procedures for arrival and departure ensure children are handed over safely to a known adult. Risk assessments are undertaken to ensure the environment remains safe at all times with any potential hazards identified and minimised immediately.

Recruitment and vetting systems are robust and ensure staff are suitable to work with children. Effective induction procedures help new staff to fully understand their roles and responsibilities. Staff performance is monitored through supervisions and appraisal systems and management understand the importance of continuous professional development as all staff undertake regular training. The staff team are reflective of their

practice and can identify their strengths, as well as areas for further development. One way this is achieved is through regular staff meetings and another way is through close evaluation of the educational programme. All of the staff team actively contribute their views and opinions to the self-evaluation process. The views of parents and children are beginning to be gathered to support the effectiveness of the provision. However, no systematic process is in place to input their views and this means the evaluation process may not fully identify any gaps in the provision.

Staff work hard to engage all parents and parents value the service provided. They comment on how much their children enjoy their time at the club and they find the staff friendly and welcoming. Many ways are used to share and exchange information with parents including the use of a website, newsletters, texts, emails and parents' meetings. Staff liaise with other early years providers delivering the Early Years Foundation Stage and have established links with the local schools children attend to ensure continuity and to promote the full integration of care and learning.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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	EY453650
Local authority	Hertfordshire
Inspection number	880689
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	200
Name of provider	Adventure Clubs UK Ltd
Date of previous inspection	Not applicable
Telephone number	07525001964

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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 that are usually their 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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