

# Adventure Land

Unit 6, Coppice Lane, Aldridge, WALSALL, West Midlands, WS9 9AA

<b>Inspection date</b>	29/10/2013
Previous inspection date	31/05/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Staff use their knowledge, skills and experience very effectively to ensure that children are consistently challenged to reach the next stage in their development.
- The nursery is a very well planned and resourced environment. Toys and equipment are easy for children to access and move around as they choose, so that they can investigate and explore.
- Children enjoy their time at this safe, welcoming and stimulating nursery. They develop positive relationships with practitioners, and their key person which effectively supports their well-being and helps them feel secure.
- Partnerships with parents and other agencies are very strong. A comprehensive range of information is shared that aids staff in meeting children's care and learning needs. Moves in and out of the setting are exceptionally well organised to promote continuity of care and learning and ensure children make excellent progress.
- Day-to-day management and professional supervision are of an exceptionally high quality and there is an excellent sense of teamwork. Roles are clearly defined and sharply focussed self-evaluation includes the views of all staff, parents and children, so that areas for improvement are identified and acted on.

## 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 observed the staff engaging in a range of indoor and outdoor learning activities, play and daily care routines with the children.
- The inspector had a tour of the nursery and also conducted a joint observation with the manager of the provision.
- The inspector talked to children and practitioners, and also held meeting with the owner and manager during the inspection.
- The inspector looked at children's development folders, children's and staff files and a selection of policies and daily records.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Patricia Dawes

## Full Report

### Information about the setting

Adventure Land was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is privately owned. It is situated within the Adventure Land Play Centre in Aldridge, Walsall. There is a fully enclosed area available for outdoor play. The nursery serves the local area and is accessible to all children.

The nursery opens Monday to Thursday from 7.30am to 6pm and Friday from 7.30am to 5.30pm, for 51 weeks of the year. Children attend for a variety of sessions. There are currently 66 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports a number of children with special educational needs and/or disabilities.

The nursery employs 12 members of child care staff, all of whom hold appropriate early years qualifications at level 2, 3 and 4. The setting 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 the use of non-verbal communication to further promote children's learning and development so that they continue to achieve to the highest level.

### Inspection judgements

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

Staff have an excellent knowledge and understanding of the Early Years Foundation Stage and actively contribute to children's learning. They organise an educational programme that is rich, varied and imaginative and offers realistic and effective challenges across all areas of learning. This means children are highly motivated to learn and make rapid progress. Planning is relevant to every individual child's needs and staff are extremely skilled at adjusting activities to ensure that every child receives a balanced and suitable learning experience. Observation and assessment is precise and clearly identifies children's next steps in their learning. Staff have implemented the progress check at age two to enable them to assess children's development and act on any areas if there are concerns. Moves between rooms are well-managed, with children's assessments following through with them. Staff discuss their observations and share their planning so all are involved and

knowledgeable about how to support each child. Staff discuss children's progress, activities and achievements with their parents on a daily basis and listen to what parents tell them about what children have been doing at home. This ensures that all children make outstanding progress in line with their starting points and individual abilities.

The key person system is well-established and staff know their key children's personalities and learning styles well. They frequently use effective questioning techniques to extend and challenge. Individual activities for children based on their identified next steps are well-combined into the daily routine of the room. All children enjoy leading their play and consistently demonstrate the characteristics of effective learning with the skilful guidance of staff. Children benefit from an excellent balance of adult-led and child-initiated activities and the routine is very flexible to enable them to follow their own interests. They have continuous access to a wide-range of toys and equipment, which are stored at low-level, enabling them to make choices that develops their independence skills. Equality of opportunity is a real strength and all children are welcome in the nursery. Positive images are displayed around the setting and major celebrations from a variety of faiths and cultures are explored in nursery. Staff provide a fully inclusive environment and have a positive impact on most children in their care. The needs of children with special educational needs and/or disabilities are effectively met through the introduction of the 'buddying' system which allows staff to work on a one-to-one basis to help children achieve their planned development targets. All of this helps all children attending to feel totally included and ensures they settle exceedingly well.

High priority is given by staff to developing children's communication and language skills. Staff have yet to fully integrate the skills, ideas and methods they have learnt from recent training to ensure that all children are able to communicate effectively, either through speech or gesture. Babies emerging language is promoted as staff support and extend their growing vocabulary at story time as children imitate the sounds of animals in books. They especially enjoy discovering and investigating in the musical instruments, colourful ribbons and variety of shakers, or using newly acquired skills of crawling or walking to explore sand, frozen peas and jelly, mixing, tasting and feeling the different textures. They hunt through the varied contents of the treasure baskets or 'test-out' what happens as they push buttons and turn knobs on the electronic toys. Staff in the baby room are always nearby to offer support and they are very competent in the way that they extend activities to enhance learning or leave children to develop their play experiences for themselves.

Older children listen attentively to stories knowing what comes next or join in enthusiastically when singing songs as they wait for their lunch. Children's interest is sustained during water play activity as they experiment with different lengths of piping and containers, tipping and pouring. They show great wonder and excitement when the magic water turns green. Staff reinforce and extend this activity by asking challenging questions and engaging in conversations. Children speak confidently with the staff, their peers and visitors explaining what they are doing and why. They show excellent levels of independence as they make choices during meal and snack times and enjoy serving themselves. This gives children a good foundation to support their future learning and readiness for school.

Children take pleasure as they use different resources and games for encouraging number and shape recognition. Staff actively encourage children to develop a positive attitude, to think problems through and overcome any obstacles to become active learners. For example, children show great levels of concentration to build tall towers, grading and balancing blocks, so that the tower remains upright and stable. They listen to a story, joining in to count the legs on a toy spider or matching hats to a variety of professions, such as, a fire fighter, policeman and builder. Staff encourage the use of mathematical language and use effective questioning to extend children's learning. They play hiding out in dens or make sandcastles in the sand tray or climb over, under and through the climbing frame outdoors. Children 'bug hunt' or play in the mud kitchen in the garden. They enjoy digging and planting their own fruits and vegetables, which staff encourage them to prepare and eat. Children are totally enthralled in imaginative play in the role-play areas, using real life pots, pans, fruits and vegetables in the home corner or searching for a holiday using travel brochures.

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

All children learn about the importance of healthy eating and lifestyles through discussion, activities and daily routines. Children display a positive attitude towards healthy eating. Menus are healthy, balanced and varied and children are involved in cooking activities to build upon their knowledge, such as preparing their own snacks, cutting up fruit with support and guidance from staff. Children demonstrate an excellent understanding of healthy lifestyles. They follow very good personal hygiene routines to help prevent the spread of infection, such as, washing their hands thoroughly before and after lunch or routinely disposing of used tissues appropriately. Children access the outside play area in all weathers. They dress in waterproof suits and wellington boots to splash in puddles. They enjoy sweeping away rain and mud from the outdoor resources or staying cool under the canopy in the warmer weather, therefore, using the excellent range of outdoor resources. All of this enables children to be active outdoor learners. Indoors, staff and children including babies regularly enjoy music and movement time in 'boogies'. Everyone joins in enthusiastically having great fun dancing and singing to action rhymes that help to develop children's muscle skills and coordination.

Children settle well into the nursery which is bright, spacious and invitingly decorated so that they and their parents feel welcomed. Positive engagement by the key person and lots of spontaneous praise and encouragement from staff throughout the day help to develop children's confidence so they feel secure and try out new things. Staff are fully aware of the importance of the three prime areas in developing children's confidence so they can make their own play choices and initiate their own learning. Younger ones freely crawl around and practise their early walking skills while accessing different areas as they explore their environment and examine the wide range of interesting resources. All children are very sociable and independent and confidently engage with staff and their peers, with staff patiently but firmly reminding some when they become a little over excited or challenging. Throughout the nursery children are supported in their social skills so they learn how to play together, share toys and take turns. Older children competently pour drinks and serve themselves food and snacks with staff on hand to offer support.

Staff spend time getting to know the children and their families. For example, children are given time when they initially join the setting to develop relationships with the staff team and their key person during the gradual settling-in process. In addition the open plan environment aids and supports children to settle very quickly in their areas. For example, babies are able to use the dividing low gate to observe the staff and children as they play. All children also join together for some planned activities. Staff carefully plan children's moves to the next area always at the child's own pace and not age related. All of this means children develop close bonds with all staff, are familiar with the setting and feel safe and secure.

Children's safety is of a high priority to staff and they effectively support children's growing understanding of how to stay safe. For example, children participate in regular fire evacuation drills and learn about risk management during activities, using real woodwork tools and equipment in the large adventure play area. Staff actively encourage children to follow the rules and boundaries of safety, by giving them opportunities to make decisions and overcome hazards for themselves. All children benefit from the strong links the nursery has developed with local schools to support children as they make the move to school or nursery. This includes detailed information sharing between the two settings, visits from teachers and visits for the children to their new school. This ensures children's individual needs are being met and helps to ease the process.

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

Children are cared for in an extremely safe environment, the premises are secure and safety is regarded by all staff as paramount importance. The building is safe, for example, the fire door is secure unless required in an emergency and no persons unknown to staff can obtain entry to the premises. Children are well safeguarded as staff have a very clear understanding of their roles and responsibilities in recognising signs of abuse or neglect and how to pass these on effectively. An effective 'safeguarding children' policy is implemented and practitioner's knowledge of safeguarding children is fully up-to-date. Thorough risk assessments are conducted and include everything with which a child may come into contact. Safeguarding features highly in induction and at the regular staff meetings and all staff have attended external training. All necessary information is displayed in each room as well as a very informative display on the parent's notice board. Other procedures to further protect children, such as, the maintenance of daily records, safe collection systems and seeking all necessary information at registration, are thoroughly carried out. Visual and written records, such as risk assessments and daily checklists support and ensure that good standards of health and safety are maintained, both indoors and outdoors.

Leadership and management in the setting is inspired and dynamic, resulting in exceptional support for children to make the best possible progress in their learning and development. The owner and manager both have a positive vision for providing a high quality service. They are fully committed to reflective practice and engaging the views of

staff and parents to achieve this. The manager carries out regular monitoring of the educational programme using peer observation to offer support and guidance. Performance management systems are firmly in place, such as, one-to-one meetings, team meetings, induction procedures and annual appraisals. The management team are very supportive of staff and their caring and approachable manner ensures that staff feel able to talk openly about any issues they have or new ideas they would like to implement. As a result, they feel valued and appreciated. Above all, children thoroughly enjoy the time they spend in this nursery and the skills they learn help them to prepare for school readiness and lay firm foundations for the future.

Self-evaluation is excellent and supports continuous improvement for the benefit of the children who attend. The management team are quick to respond to any incidents. They deal with them appropriately and immediately implement strategies to ensure that children are cared for in a safe environment. There are identified members of staff who take responsibility for key roles within the setting, such as, safeguarding, special educational needs and behaviour management. This ensures the staff team are provided with detailed information and support when required. The staff team's motivation and self-confidence are extremely well developed and they all actively strive towards improving the setting for all the children who attend. This clearly demonstrates the provisions capacity to continually improve.

Partnership with parents is very strong. Parents comments received are very positive and they are extremely happy with the nursery. They say that the nursery is an extension of home and that the provision of care is of the highest standard. They say that children are excited and happy to attend, that staff are excellent and know the children very well and that they help children to start school with confidence and provide a fantastic foundation in their learning attitude and social skills. Excellent partnerships with other professionals involved with the children, such as speech and language therapists helps them to reach their development goals. Staff understand and work in partnership with other professionals and settings children attend to support their transitions and to promote continuity in their care and learning. They communicate effectively with local schools to complement children's learning and to ensure progression.

### **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 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 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

<b>Unique reference number</b>	EY393237
<b>Local authority</b>	Walsall
<b>Inspection number</b>	937602
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	66
<b>Name of provider</b>	Adventure Land Ltd
<b>Date of previous inspection</b>	31/05/2013
<b>Telephone number</b>	08453370039 01922 455711

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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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