



Super Camps Ltd. @ Colston's Collegiate School

Inspection report for early years provision

Unique Reference Number	EY281733
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Inspector	Dawn Biggers
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Registered person	Super Camps Ltd
Type of inspection	Childcare
Type of care	Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Super Camps UK has been in existence since 1996. The organisation provides multi-activity non residential camps for children at various sites throughout the country. The camp at Colston's Collegiate School in Bristol first opened in 2004. Camp staff have access to several buildings and areas within the school. A maximum of 80 children may attend the camp at any one time. The camp opens five day a week during the Easter and Summer school holidays. Opening times are from 08:00 to 18:00 hours.

There are currently 90 children from four to 13 years on role. Children attend for a

variety of days. The camp currently supports a number of children with learning difficulties.

Several full time staff work with the children, depending on the number of children registered. Staff are qualified teachers or sports coaches.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health within the setting is supported by staff who have a sufficient knowledge of the provision's health and hygiene procedures.

Children are independent in their self-care skills, for example, they wash their hands after using the toilet. Staff support them acting as role models in encouraging appropriate hygiene practices. For example, they remind children about this at registration time and use surface wipes and antibacterial spray. Children are protected should they have a minor accident, as three of the staff are qualified to administer first aid. First aid boxes are available; however, these are not located accessibly during outdoor activities. There are procedures in place regarding the administration of medication. Information is available as parents share some details about the medication required. However, staff do not obtain prior written consent and this places children's health at risk and is a breach of the regulations. Written consent for emergency medical treatment is not clearly obtained as this forms part of the signing in process. Therefore the current procedures do not sufficiently safeguard children in an emergency.

Children begin to learn the importance of physical activity in maintaining a good healthy life style. They enjoy an excellent range of physical indoor and outdoor activities, which provide plenty of fresh air and exercise. They develop their large muscle skills and co-ordination. For example, they play softball; hockey, parachute games and use go-carts. Children learn how their bodies respond to different temperatures, for instance, sitting in the shade and resting between activities.

Children begin to understand about their own fluid in take, for example, they access drinks brought from home. They are also offered squash, water through out the day and use the outside water fountain. Children begin to understand the value of nutrition, as parents provide an appropriately nutritional packed lunch and snacks. They are given information about the storage and content of this. There is clear liaison with parents about children's particular dietary requirements at registration and written information is provided for each staff member. Children rest and are active according to their needs; they enjoy face painting, treasure hunts and story times.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe in a welcoming environment where risks have been clearly identified and minimised. This means they are able to move around safely, with good supervision and support. For example, children are closely supervised moving between the activities and large open spaces in their groups. They independently walk, holding hands with peers or an adult, age appropriately. The good signing in and out procedures and use of registers protect children. Staff are aware of possible hazards in preventing accidents, for instance, they remind children not to run and discuss how to hold scissors while carrying these to the table. By setting clear boundaries, children begin to take responsibility for their own safety. For example, at registration time they are reminded to ask a staff member to use the toilet. Children begin to learn about fire safety through weekly practices and are able to explain the procedures. Children's welfare is safeguarded and promoted well as there are good systems in place for recording accidents and assessing risks. Information is obtained from parents about children's swimming abilities and they are individually assessed. Qualified lifeguards and staff supervision safeguards them.

There is good, safe furniture and equipment in place to meet the needs of the children who attend. Staff vigilantly check resources daily to ensure these are safe. Children enjoy a good range of well-planned structured activities, such as craft and sport. These are appropriate to their age and stage of development. Free play is available at the beginning and end of the day and children who do not always wish to participate have other choices.

The staff have a clear awareness of the child protection policy and procedures. They understand their roles and responsibilities. Information is available for parents about these. Therefore, children are safeguarded. However, children's safety and wellbeing is potentially compromised, as staff are not familiar with the procedures for recording existing injuries.

Helping children achieve well and enjoy what they do

The provision is good.

Children are generally happy and relaxed and have good relationships with the staff, which increases their sense of well-being. They enjoy humour, have fun and express themselves. Children build relationships socialising with their peers. They talk, discuss ideas and generally participate well together. For example, they enjoy making caterpillar pictures, sharing the pens and scissors. They welcome staff interactions and are interested and involved in their play, for instance, making an eye patch, swords and telescopes as part of the pirates theme for their treasure hunt. They enjoy imaginative play, moving their bodies rhythmically to music whilst acting out being on a pirate ship. A story engages them further, capturing their imagination as they begin to role-play "ahoy there me hearties". Children participate in a hunt and search for the treasure, discovering a chest.

They enjoy team games, for instance developing large muscle skills using the hockey stick and ball. They compete in a friendly game. They take turns with the grand prix carts. Active play encourages their hand and eye co-ordination skills, for instance, throwing and catching a ball, before playing a game. Exploration with a good range of

creative resources helps children represent their feelings in a variety of ways. They access creative materials whilst following instructions, such as when making a sheep and enjoy free play, drawing and colouring. They share their achievements, "the shark is eating a fish". They explore using their senses, for example, while making clay models. Children's work is valued, as they are frequently praised and therefore they take pride in this. This is stored carefully to take home. Children are supported with their fine motor skills, whilst developing independence cutting out circles for their picture. They confidently ask for help. Children settle well, enjoying a good range of activity based equipment within a structured timetable. These appeal to the different ages and offers lots of challenge and stimulation. Children clearly enjoy using the resources and are able to share their favourite activities for example, swimming.

Helping children make a positive contribution

The provision is good.

Children develop their awareness of diversity as staff ensure that resources positively represent individuals from the wider world, for example, books and musical instruments. Fund raising events include raising money for a children's charity in South Africa. Activities include face painting and making various cultural items, such as Chinese fans. Children attend from different cultural backgrounds and staff use discussion to facilitate children's awareness further within an inclusive environment. Activities include themes, for example, about pirates and a beach party day where children are encouraged to dress up. Children are valued and respected, staff listen and discuss their recent experiences and talk about their interests and families.

Children are generally well behaved, settled and secure. They benefit from consistent boundaries, the calm, polite approach of the staff, who use explanation and time out as appropriate. They learn to share, know what is expected of them because this is discussed at registration time. Children therefore begin to take responsibility for their own behaviour. They are generally co-operative and helpful, for instance, they tidy away for lunch and follow activity instructions. They learn to take turns with the go-carts and negotiate sharing the felt tip pens, whilst drawing. Children begin to show care and concern for each other, for instance, they give support and encouragement in team activities, for example, clapping and cheering. They help each other, for instance, to attach the string on the pirates eye patch. Praise and encouragement is given for positive behaviour and used well to acknowledge their achievements. Therefore, this boosts children's self-esteem, and confidence.

Children with special needs integrated well within the group and staff are sensitive to their individual needs. Clear liaison with the parents enables appropriate strategies to be shared to allow the inclusion of all, for instance about their behaviour. Therefore, children are able to participate well with appropriate support.

Parents are made to feel welcome and children benefit from the satisfactory partnership. Information is provided in a leaflet and a brochure. The policies and procedures are available in the registration area. Parents refer to the notice board with interest as this displays the weekly activity programme and groups. Additional information reminds parents to provide, for instance suntan cream and hats. Some

daily discussion provides feedback about the children's day. However, this is limited due to the numbers of parents arriving at collection and therefore they do not always feel fully informed. Parents are generally happy with the care provided.

Organisation

The organisation is satisfactory.

The environment is well presented and organised within the outdoor areas and school premises. For example, good use of the playing fields, Astroturf pitch, swimming pool, sports hall and classrooms. This is welcoming to parents and children. Activities are clearly structured within a timetable and displayed, therefore children begin to familiarise themselves with the days routine. Children settle well, are supported within their age group, and feel secure relating to a consistent staff member and this contributes to their wellbeing. They enjoy participating in a good range of structured activities, which include sports, art and drama. Free play is available at the beginning and end of the day, and children have fun and are generally relaxed.

The deployment of qualified and experienced staff, for example, in the delivery of sports contributes to the continuity in the children's care. Good recruitment procedures ensure staff are thoroughly checked and suitable to work with children. Weekly staff meetings and structured activity plans contribute to the organisation. Induction training is implemented on and off the site and the staff handbook provides information about the camp's policies and procedures. These are sufficiently understood by the staff. However, the health policy insufficiently provides information for parents about administering medication and therefore they are not clearly aware of the procedures in promoting children's health. Aspects of health and safety potentially compromises children's wellbeing. The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

The previous inspection recommended that the camp improve the health and safety arrangements for children.

Guidance is given to parents when they enrol, about the food provided in packed lunches, in improving the storage safety arrangements. Two first aid boxes are now available which begins to improve health arrangements for children in an emergency. However, these are not sufficiently accessible when using the outside areas and therefore still potentially compromises their health and wellbeing. The child protection policy is accessible to parents; therefore, they understand how children are safeguarded. However, staff are unaware of the procedures for recording existing injuries and this potentially compromises their safety and wellbeing.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- obtain prior written permission from parents to administer any medication
- obtain written permission more clearly from parents to seek any necessary emergency medical advice or treatment in the future
- ensure staff are familiar with the procedures for recording existing injuries
- develop the health policy to include procedures for administering medication and ensure these are shared with parents.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk