



## Blue Coat School (King's Camps)

Inspection report for early years provision

<b>Unique Reference Number</b>	EY321216
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<b>Inspector</b>	Saida Cummings
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<b>Type of inspection</b>	Childcare
<b>Type of care</b>	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](http://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 good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Kings Sports Camp is part of a national organisation and operates from The Blue Coat School, situated on the outskirts of Birmingham city. The setting opened in 2000 and was re-registered in 2006. Children have use of all the sports facilities which include a sports hall, a gallery, a swimming pool and large outdoor sports fields and enclosed tennis courts. A maximum of 112 children may attend at any one time. Children from the age of 4 to 14 years of age attend the setting. The holiday club serves the local area and is open each weekday from 08:30 to 17:30 during school holidays.

There are currently 71 children aged from 4 to 14 years on roll. The focus of the scheme is to offer a variety of sporting activities for children. The setting offers support to children with learning difficulties or disabilities, and children who speak English as an additional language.

The playscheme employs 13 members of staff. The setting is registered with the British Activity Holidays Association (BAHA), and meets their qualification requirements. Five of the staff hold teaching qualifications. There are also 12 'Rookies' who are volunteers aged 14 to 16 years who assist the staff, but are not included in the adult to child ratios. The King's Foundation Trust is a registered charity which provides and organises activity camps at venues around the country.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are developing self-care skills during daily hygiene routines, including washing their hands after toileting and before meals. Older children are able to visit the toilet independently as a 'buddy' system is used, and younger children are always supervised by staff. Staff follow good health and hygiene procedures, which include appropriately dealing with any accidents. However, although there are procedures in place for informing parents and carers of any accidents or incidents, these are not always implemented. As a result, this potentially compromises children's health and well-being if parents and carers are not made aware of the accidents and incidents. There are appropriate procedures in place for administering any medications if required, and staff are made fully aware of children's allergies and medical needs. The risk of infection to children is reduced as staff follow the local health authority infectious diseases guidelines and children are not cared for if they have an infectious illness.

Children enjoy well-organised snack and mealtimes where they all sit together and use these opportunities to build on their socialising skills. They eagerly join in with discussions about the food they eat, what their preferences are and what keeps them healthy and makes them grow. They also learn about healthy eating through specific projects. All prizes awarded consist of fresh fruit. Children's individual dietary needs are met as staff are made aware of these and mealtimes are closely supervised to ensure food is not shared, especially if any children have high allergies to specific food. Children have access to drinks at all times. They all bring drinks with them or are able to help themselves from the water fountain and are encouraged to drink after each session, especially after exercising and during hot weather.

Children have many opportunities to exercise and enjoy physical activities as the main focus of the setting is based on sports activities. They have use of various equipment and apparatus, both indoors and outdoors, to help them develop their physical skills, such as balancing, jumping, running and dancing. Children's individual abilities are assessed by the staff and the physical activities are adapted to ensure they are all able to join in. Children also have many opportunities to develop control of their bodies during specific sessions. An example of this is when they learn how to

warm up prior to taking part in gymnastic sessions. They enjoy taking part in regular outdoor activities including playing football, rounders and joining in with team races and games. Children are able to take part in regular swimming activities which helps them gain confidence in the water. They are able to learn different swimming techniques through planned fun games, such as taking part in relay races and various water ball games.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children have access to safe, clean and age-appropriate play equipment, apparatus and resources. Staff follow appropriate procedures to ensure all equipment is regularly cleaned and checked for safety. Children are able to take part in safe swimming sessions as there are very good procedures to ensure any risks are minimised. They are initially assessed as to their swimming abilities, and they wear different coloured hats for each swimming session which identifies their abilities and restricts which areas of the swimming pool they are able to access. Younger children also wear arm bands if required. Children are kept safe as staff follow rigorous procedures when children are dropped off and collected. Staff implement a good system at the beginning and the end of the day to ensure all children are signed in and out by parents and carers, who have to quote the unique security number given to each child when collecting their children. Children are made aware of the emergency evacuation procedure which is practised at the beginning of each week. Appropriate procedures are in place to ensure all fire escape routes and exits are kept clear and the fire fighting equipment is checked annually.

Children are cared for in a safe, secure and welcoming environment. The main entrance into the areas used by children is kept locked at all times and children, parents and visitors are admitted in and welcomed by the staff. Children are able to move around the setting safely and are supervised at all times. The facilities used by the setting are all in one area of the school grounds, including the allocated sports fields and enclosed tennis courts, which assists management to have an overview of all the different groups. Children are constantly supervised and taught safety as part of their everyday activities. This includes discussions concerning safety rules, such as always staying with their own group, the older children to use the 'buddy' system when visiting the toilets, not to run at the side of the swimming pool and the younger children to hold the rail as they climb up and down the stairs. Staff follow very good procedures for regularly completing risk assessments to ensure hazards to children are minimised. These include specific risk assessments for the areas used by children, the equipment and apparatus and all the activities, including a rigorous assessment of the swimming activities.

Children are kept safe and protected from harm as the management and staff have a sound knowledge of child protection issues and procedures. They have all completed child protection awareness as part of their induction training and are aware of the local Safeguarding Children Board guidelines. However, this guidance and the local emergency contacts for staff to use should they have any concerns are not easily accessible. This potentially compromises children's safety and well-being if an

emergency was to arise. Children are protected from harm during swimming sessions as strict procedures are followed by all staff. These include supervision of the girls changing rooms by female staff and supervision of the boys changing rooms by male staff.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children are confident and they talk to staff and other children with ease, and enjoy taking part in fun team games. Any children not wishing to take part are encouraged by the 'Rookies' who are able to spend time with individual children. Although children cannot join another group to take part in a different activity due to safety reasons, they are able to sit out any particular games or activities, and are encouraged to take part in other ways, such as helping to judge games and cheer the other children during events. Children are given opportunities to build on their self-confidence and self-esteem. Staff know the children well and are able to give them specific tasks, such as helping other children who have not played a particular game before to understand the rules of the game and to join in.

Children who attend the 'Extra Time' sessions at the beginning and end of the day are able to self-select from a wide variety of interesting and stimulating play equipment and resources. These are adapted depending on the children who are attending to take into account their preferences and interests. Staff hold discussions with the children to find out their interests and plan appropriate activities to build on these interests. Staff are aware of the need to offer different types of activities during the 'Extra Time' sessions to ensure these are not just a continuity of the sports based timetable. Children are able to choose the activities they wish to take part in and instigate their own fun and games, with staff assisting by supplying appropriate resources as required. For example, some of the children enjoy drawing and creating colourful pictures, whilst others take part in drama sessions.

Children enjoy taking part in the various sports and physical activities, where they are able to build on their skills and keep healthy. They are able to instigate some of their own sports games and activities, and enjoy making up new games and putting these into practice. Children are challenged through the various team games and through their own achievements, and staff encourage healthy and friendly competition through various schemes where awards are given. Children are able to learn new skills through the varied range of activities made available to them during the 'Extra Time' sessions. These include creative craft sessions, which include plate painting and making flags. They enjoy taking part in group activities, such as choosing their favourite games to play when using the large parachute. An example of this is when they choose to play 'fruit salad', where each child is given a fruit name and when their fruit is called out they have to run under the parachute to cross over to the other side. They enthusiastically join in with this fun activity, which results in even more fun when 'fruit salad' is called out and they all have to try to get under the parachute.

## **Helping children make a positive contribution**

The provision is good.

Children know what is expected of them and are well behaved. They are able to follow adults' instruction and hold discussions concerning safety rules and behaviour. They share the resources and understand how to take turns, such as taking turns when practising their goal shoots during netball. Staff are good role models for the children and encourage them to be polite and to be considerate to each other. Any behavioural issues are dealt with appropriately and sensitively. Staff praise and encourage children's positive behaviour and ensure there is a consistent approach. They hold appropriate discussions with the children to encourage them to play safely, think about their actions and to be kind to one another.

Children have opportunities to get to know each other and form harmonious relationships. They are able to take part in 'getting to know you' sessions at the beginning of each day, where they play appropriate fun games to assist them with getting to know each other and the staff members. All children are treated equally and have equal access to all resources and activities. They are encouraged to be involved and staff ensure all children are included. There is an effective equal opportunities policy in place which is implemented by all staff. They are aware to immediately address any discriminatory behaviour or remarks. Children are made aware of diversity and the wider world through various planned activities. For example, they take part in specific projects such as joining in with a 'penny trail' from 'Britain to Botswana'. The 'penny trail' started in the reception area and ended in the gallery, with children making and displaying appropriate flags resembling all the countries the 'trail' would pass through. There are effective procedures in place for caring for any children with special needs. Staff show awareness of meeting the needs of any children with disabilities or learning difficulties, and of any children who have English as an additional language.

Staff establish a good partnership with parents and carers which contributes significantly to children's well-being in the setting. They are aware of the importance of involving parents and carers in the life of the setting and their children's care needs. Parents and carers are supplied with good quality information which includes the setting's organisation, the activities offered and a brief outline of the policies and procedures. Any new children are settled in on a gradual basis which is fully planned with the parents and carers to ensure enough time is allowed for the children to settle into the routines of the club. Children are also given a 'buddy' from the same group who assists them with getting to know the routines and how the club is organised. Parents and carers are made to feel welcome and valued. They are kept well informed of what their children do and their achievements through daily discussions, and appropriate notices. They are also included in the life of the setting and are invited to the final event each week to support their children. Parents and carers are consulted about the setting's organisation, and staff and management take on board any suggestions made. They are able to fill in a weekly questionnaire which seeks their suggestions and comments.

## **Organisation**

The organisation is good.

Children are cared for in a well-organised environment and the premises are appropriate for the planned activities. Children's work is colourfully displayed throughout the setting. The premises are organised to ensure children are cared for in child-friendly surroundings which are appropriate for the different age groups. They have use of all the school's sports facilities, both indoors and outdoors, and also use the reception area for craft activities and the gallery for eating. The appropriate level of adult to child ratios positively supports children's care, learning, play and physical activities. The grouping of the children is organised to ensure their individual needs are met and that they are able to take an active part in the setting. They are divided into several groups depending on their ages and abilities.

Staff and management plan children's activities which are the base plans, with further planning put together before the free choice sessions once the children have chosen which activities they want to take part in. The activities are also evaluated and any issues or comments are taken into consideration when making further plans. As a result, children's activities are varied and take their individual preferences and interests into consideration.

Appropriate recruitment and vetting procedures are in place which ensure children are well protected. Staff are very keen and enthusiastic, and have clear roles and responsibilities. They are familiar with the organisation of the club which ensures the setting runs smoothly at all times. All procedures are implemented and work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. Overall, the provision meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since registration.

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 good. 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):

- improve the procedures for recording accidents and incidents to ensure parents and carers are consistently informed of any accidents and incidents, including obtaining their signatures for acknowledgement
- develop the procedures for dealing with any child protection issues and ensure the local emergency contacts are easily accessible.

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](http://www.ofsted.gov.uk)