

# Super Camps@ Whitgift School

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY347563
<b>Inspection date</b>	23 August 2007
<b>Inspector</b>	Jane Lester
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<b>Registered person</b>	Super Camps Ltd
<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?

Super Camp @ Whitgift School registered in 2007. It is a multi activity day camp facility and operates from Whitgift School, Purley. The scheme is one of many which are organised by Super Camps Limited. The scheme operates most school holidays and is open Monday to Friday from 08:00 until 17:30. Facilities used by Super Camps consist of the school's sports halls, class rooms, tennis courts, fields and swimming pool.

The scheme is registered for a maximum of 80 children between the ages of four to eight at any one time. They also offer up to 20 places for children ages eight to 13 years old. Daily attendance numbers vary.

Super Camps @ Whitgift School employ sufficient members of staff to maintain ratios. The majority of staff hold appropriate sporting or teaching qualifications. Additional specialist staff are employed as necessary.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's understanding and awareness of good health and hygiene is well-promoted through daily routines. Children learn about personal hygiene and how to keep healthy by washing hands at appropriate times during the day and always before eating. They explain that they wash their hands so that they get rid of germs. Staff ensure that areas used by children are clean and well maintained.

Good information regarding children's medical history is gathered and daily contact with parents ensures that individual care needs are met. Children are cared for sensitively if they become ill during the session and are protected from infection as parents are well informed about the sick child policy from the outset. A good ratio of staff trained in first aid ensures that children are cared for appropriately in the event of an accident. Individual medication and accident records are kept with the child's group leader to ensure they are well informed.

Children have free access to fresh water throughout the day and bring snacks and lunch from home. Colourful posters at reception offer advice about healthy food options. Parents are informed that food is not refrigerated and advised to provide an ice pack to keep food fresh. Staff organise gentle games after lunch to allow children's food to settle. This contributes to the children's good health and well-being.

Children are keen to take part in a wide range of regular physical activities which are successful in developing their physical development. They enjoy team games in the large sports hall and move their bodies in different ways as they run and swerve to avoid obstacles. They develop fine motor skills as they manipulate clay to make models, cut shapes out and paint pictures.

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

The provision is satisfactory.

Children are cared for safely within designated areas of the school. Parents and children are greeted warmly at reception where they sign in. Children are taken to leave their personal belongings in their allocated area before going to join their friends. This ensures that all children are given appropriate support so that they feel secure and a part of the group as they leave their parents. Good systems in place to monitor children's arrival and departure assure their safety at these times. Children stay with their groups as they move around the building and effective procedures are followed to ensure children's security. These include regular head counts, registrations and children walking in line with a minimum of two members of staff. Rules and boundaries are made clear to children each morning. Staff encourage children to consider their own safety throughout the day. For example, they discuss road safety issues as they use the zebra crossings in the school grounds. The evacuation procedure is discussed each morning and practised weekly to ensure all staff and children are familiar with it.

Resources are regularly checked to ensure they remain safe for children to use. All activities are assessed for risk and suitable action is taken as a result. Children wear helmets for quad bikes, for example, and staff leading the session have received training specific to this activity. In the swimming pool, the depth of the water is adjusted to suit the children in the session. Flags and floats signify a change in depth and entry to the pool is closely monitored. Children's swimming abilities are assessed and appropriate support offered under the watchful eye of a

trained lifeguard. Staff are vigilant at all times and contribute to ongoing written risk assessments which are used effectively to minimise risks to children. However, on the day of inspection the setting had not considered potential risks posed by other children using the school, such as the shared use of the toilets and large groups of children using the corridors at the same time.

Children's welfare is promoted because all staff receive training in child protection and understand what to do if they have concerns about any children. Parents are made aware of the setting's commitment to safeguarding children as the policy is made available to them.

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

The provision is good.

Children are excited by the activities offered to them. These are well planned, resourced and executed. Plans support each activity and ensure staff are able to offer stimulating sessions safely. Staff adapt them to meet different age ranges and abilities whilst offering sufficient challenge. For example, a catching game is made more challenging with the introduction of an extra action, such as clapping. Staff recognise the importance of offering a variety of activities so all children can be interested and involved. Children's self-esteem and confidence grow when staff praise and encourage them warmly and when they try something new, such as quad bikes. Less confident children are supported very well and are given special jobs to do, which raise their confidence within the group.

Staff support and show interest in what children do. Children form friendly relationships with the staff and each other. Most children are keen to participate in all activities and they have a lot of fun. Team games in the sports hall are organised well and children gain increasing confidence in catching and throwing. Children love the quad bikes and enjoy the sensation of controlling them. Children waiting for their turn are kept active playing organised ball and circle games.

Flexibility within the planning allows some opportunities for children to pursue their own interests. For example, children are given ideas for the creation of clay models but have the freedom to choose what to make. Finished products therefore range from volcanoes and apples to teddies and hedgehogs. In addition, options sessions allow children to choose from a shortlist of activities which particularly interest them. Swimming is enjoyed by all with more able swimmers supervised closely as they practise their skills in the deeper end, while others gain confidence in the water using buoyancy aids. A parachute is used imaginatively as a den for children to huddle under and they are all engrossed as they listen to a story skilfully told. An art session gives the opportunity for one-to-one interaction which the children enjoy.

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

The provision is good.

Children are settled and happy in the setting. The setting promotes equal opportunities by ensuring all children have equal access to all resources and activities. Plans are adapted to take into account specific needs and allow each child to fully participate. Practices such as visual demonstrations of activities make instructions and activities accessible to all. Staff are used as positive role models to encourage all children to take part in each activity and avoid gender stereotyping. Children are encouraged to consider others when they raise funds for a charity through fun activities such as throwing wet sponges at the staff.

Information is gathered on admission forms and used effectively to inform individual care. The setting recognises the importance of an effective partnership with parents to ensure continuity of care and provides good information about the provision. The reception area, for example, gives details of activities offered daily, groupings and information to support the health and welfare of children. In addition, the organisation offers comprehensive information about its policies and procedures in a brochure and on its website. Staff are available to discuss daily care issues and parents are informed should any concerns, such as behaviour issues, arise. This enables parents and staff to work together in the best interests of the children.

Behaviour is generally good within the camp. Children respond well to the structure of the day and the clearly defined rules. Positive behaviour is praised and celebrated with rewards such as 'star of the day'. Groups are sometimes mixed to enable children of different ages to work co-operatively together. Children are rewarded for demonstrating kindness, team spirit and good sportsmanship. This raises children's self-esteem.

## **Organisation**

The organisation is satisfactory.

Recruitment and induction procedures are effective in ensuring that staff have the necessary knowledge to promote the welfare of children. All staff receive induction training that includes the company's health and safety procedures and training in child protection. They complete an online training and test module which highlights any areas to be addressed. Staff work together well and are clear about their roles and responsibilities. They have a range of qualifications and experiences of working with children in various capacities such as drama, dance or football coaching. Their enthusiasm motivates and provides a positive experience for children attending the camp.

The organisation offers good administrative support to the setting. They are proactive in transferring staff from other sites to ensure good ratios are maintained. Staff are generally deployed well to fully meet the needs of the children. However, on some occasions, staff deployment is not effective in promoting children's safety. For example, by ensuring a minimum of two staff are always available with groups whilst waiting for replacement staff to arrive.

All documentation required to promote the safety and welfare of children is in place and maintained well. Policies and procedures are used effectively to ensure the safety and welfare of children. Resources, time and activities are well organised to ensure children are stimulated and that good standards of care are offered. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since the last inspection, there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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):

- ensure risk assessments are ongoing and used effectively to ensure children's safety
- ensure staff are consistently deployed effectively to promote children's safety and welfare.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)