

# Barracudas - Haileybury

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY348643
<b>Inspection date</b>	02 April 2008
<b>Inspector</b>	Suman Willis
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<b>Registered person</b>	Young World Leisure Group Limited
<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?

Barracudas at Haileybury is one of 26 camps run by Young World Leisure Group Limited. It opened in February 2007 and operates from within Haileybury College, Hertford. Children also have shared access to the leisure centre and sole access to the swimming pool. The camp is open each weekday from 08:00 until 18:00 during the summer and Easter school holidays. All children share access to all outdoor activities.

There are currently 53 children aged from four to eight years on roll. A maximum of 120 children from four to eight years may attend the camp, which is also open to children up to the age of 16 years, at any one time. The group supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The camp employs 18 members of staff. Of these, four hold appropriate early years qualifications and two are working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are involved in a broad range of physical activities which promote their physical skills. They are keen to extend their skills in activities such as wall climbing and learn to balance well when using the 'pedal and go'. Children develop their trampoline techniques as they are appropriately guided and they learn to move collectively when using the parachute, this also helps to promote their understanding of space.

In-depth policies and procedures are in place to ensure that children stay healthy. For example, there are clear procedures to ensure that children are appropriately escorted to the first aid room and that parents are quickly informed if their children are unwell. There are a number of staff who are appropriately qualified in administering emergency aid which ensures that accidents are quickly and effectively responded to. Children develop a good understanding of simple health and hygiene procedures as they are reminded to wash their hands after toileting.

Parents provide valuable information about their children's health needs to ensure that their dietary needs are fully met. Children develop a good understanding of healthy eating because they are rewarded with a certificate for eating five portions of fruit or vegetables a day. Information for parents also includes suggestions for packed lunches to promote children's healthy eating habits. Children learn to quench their thirst by having their drinks at hand at all times and staff ensure that their bottles are topped up with water.

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

The provision is good.

Children are cared for in a warm and welcoming environment. Clear procedures to maintain children's safety are in place. For example, daily risk assessments are carried out on all areas used by children. Forms highlighting near misses are also completed to highlight staff's awareness of risk areas, thus ensuring that children stay safe. Children share access to various areas and move safely between the school and the leisure centre. Staff are vigilant and maintain children's safety by carrying out regular head counts and are prepared to challenge visitors should the need arise.

Children have access to a variety of resources and activities which are suitably checked for their appropriateness and risk-assessed for safety. Children are given options such as choosing between the trampoline, bouncy castle and a variety of circus activities.

Children develop a good understanding of staying safe because staff set clear boundaries. For example, children have sole access to the swimming pool and a member of staff is positioned where the water begins to deepen so that children know exactly where they can go. Children are reminded to walk safely in a line and 'safety rule' posters are clearly displayed. Good procedures to get children's attention such as blowing a whistle are understood by children.

Children are effectively safeguarded because staff receive regular training in child protection and are familiar with the Local Safeguarding Children Board procedures. All staff are suitably vetted and staff who are not vetted are never left alone with children. Clear procedures to monitor visitors such as ensuring that they are all signed in and that they wear a visitors badge help to maintain children's safety.

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

The provision is good.

Children engage in activities with enthusiasm. They develop new skills because staff encourage them to think for themselves and ask for their suggestions. For example, children are asked to think about how they can move the ball around on the parachute. They are keen to learn the art of fencing and staff make the rules of the games interesting and fun as they play 'Simon says'. Children love using their imagination as they pretend to be 'frozen beans' and 'cowboy beans'. Older children are delighted as they share their achievements such as developing their balancing skills and pedalling across the hall, staff respond with enthusiasm as they say 'that's fantastic, well done'. Staff use positive language such as 'if you could get to there it would be brilliant' to help children achieve. This encourages children to extend their skills and reach higher. They are excited as they describe their animal masks to each other and to their peers. However, independent choices during art and craft activities are not always fully promoted. For example, there are not enough scissors for children to cut their own shapes to complete their own masks and children are not given an alternative option.

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

The provision is outstanding.

Children are very happy and settled. They thrive because staff spend valuable time getting to know the children well, this helps children feel a strong sense of belonging. Staff are very sensitive to their needs and share information amongst themselves effectively to ensure that all children feel valued. Children develop a very good understanding of their community as they walk between sites. Their knowledge of the wider world is extended through activities brought in such as African percussionists. Face paints for all skin types are readily available and there are posters of positive images displayed throughout. Staff demonstrate a positive attitude to working with children with learning difficulties and/or physical disabilities and with children who speak English as an additional language.

Children's behaviour within the setting is of a high standard as children of all ages have a mature understanding of right and wrong. Staff are excellent role models and provide a calm and caring environment. For example, staff openly apologise to children for forgetting their names. Children are consistently praised for their achievements and staff use positive language to describe what children can do all of the time. Excellent procedures such as offering children paper and pencils for drawing while they wait their turn to do wall-climbing prevent negative behaviour. Clear boundaries are very well explained and children are constantly involved in making decisions so that they are not just listening to rules, this helps to involve them and promotes positive behaviour.

The effective partnership between the staff and parents helps to positively promote children's care. There are clear procedures in-place to ensure that parents are fully informed of how the playscheme is run. Parents calls concerning their children's care are sensitively handled. Parents are made aware of the provisions complaints procedure and the displays regarding the playscheme's registration are prominently displayed in the drop off/collection area.

## **Organisation**

The organisation is good.

Children are very well cared for because staff have a good understanding of children's needs and they have a high regard for children's well-being. Clear procedures to ensure that all staff are suitable to work with children are implemented. Children benefit from the good training programme, which all staff are expected to attend. This enables them to be prepared and know what is expected of them thus ensuring that children receive good quality care.

Generally, activities are well organised and there are clear guidelines for staff to ensure that children can fully participate in a wide range of age appropriate activities. However, the procedures for collecting children from the large hall can sometimes appear chaotic and children's safety may be compromised. Staff are very well deployed and a good adult to child ratio is maintained. Clear in-depth policies and procedures work in practice and are effectively shared with parents. Consequently, children's care, learning and play is positively promoted.

Overall, children's needs are met.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since the registration 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):

- develop procedures to ensure that children are given ample opportunities and resources to make independent choices, this refers to the art and craft activities
- review collection procedures to ensure that children's safety is maintained.

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)