

Darrick Wood Holiday Camp

Inspection report for early years provision

Unique reference number EY363561
Inspection date 29/10/2008
Inspector Silvia Richardson

Setting address Darrick Wood Swimming Pool, Lovibonds Avenue,
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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Darrick Wood Holiday Camp was registered in 2007. It is one of three Bromley Mytime groups. It operates from Darrick Wood Swimming Pool and complex in Orpington in the London Borough of Bromley. The holiday camp has use of a large hall for sports and a base room for play. Darrick Wood Holiday Camp is registered on the Early Years Register, the compulsory part of the Childcare Register and the Voluntary Childcare Register. The setting cares for children aged up to eleven years and is registered for a maximum of 48 children from 4 years to under 8 years at any one time. There are currently two children on role in the early years age group. The setting supports children with learning difficulties, disabilities and children who speak English as an additional language.

The holiday camp opens five days a week during school holidays. Sessions are from 08:30 to 17:30. The camp offers after school provision from 15.15 to 18.00 during term times and a breakfast club from 07.45 to 09.00. A team of up to five staff work directly with the children, depending upon the numbers of children attending, operating on a 1:8 ratio. The manager has a Level 3 child care qualification and is supernumerary when numbers of children exceed 24. Staff have a variety of qualifications and experience including training in community sports. Trained lifeguards are always present for swimming sessions. The setting receives support from the Management Committee of Bromley Mytime Charitable Trust, who interview, appoint and deliver training programmes to all staff members.

Overall effectiveness of the early years provision

Children are happy and settled, because adults provide a good balance and variety of different types of activities. Adults organise and support children's play and learning opportunities effectively, so that children enjoy inclusive experiences. Children of different ages and at different stages of development play well together, because they are enabled to use resources at their own level. Children are enjoying familiar routines that support their individual needs and promote their welfare. The setting has the capacity to maintain continuous improvement, because the manager is committed to ensuring each child has enjoyable and meaningful experiences, that address their particular interests and specific needs.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop arrangements for ensuring parents have clear information regarding the type of activities provided for the children and the daily routines of the provision
- develop activity planning, to show the six areas of learning and links with the early learning goals, on the schedule, for children in the early years age group

- make systematic observations and assessments of each child's achievements, interests and learning styles, identifying their learning priorities in partnership with parents

The leadership and management of the early years provision

The setting is effectively managed because the group leader is efficient and well organised, ensuring good procedures are in place to keep children safe and to promote their welfare. The leader steers a flexible programme of activities, constantly adjusting and adapting to the children's presenting needs and interests. The staff team are well trained, experienced and skilled in leading activities, especially sports and games, so that children play well together. Adults facilitate children's participation through their enthusiasm and by providing clear instructions, so that children understand rules for staying safe and fair play. The leader provides a positive role model and supports staff effectively, so they work well as a team, providing consistent care and familiar routines.

The manager brings a wealth of childcare knowledge and practical experience to the setting, enabling the group to reflect and evaluate through discussion, how well they meet children's needs and promote good outcomes. The provision is beginning to tackle more formal self-evaluation and has arranged some training for staff, increasing their capacity to identify and record areas for improvement. There are some weaknesses in how the setting informs parents and carers about the facilities available to children, such as the soft play area, known as tumble wood. Information about routines, such as snack and tuck time and how children are safely escorted to the sports hall, are not clearly conveyed, so parents and carers are not fully aware and reassured about these aspects.

Relationships with parents and carers are friendly and positive as are those with the children, promoting effective partnerships. There is much verbal exchange at the end of each session about the sorts of activities in which children have taken part. Parents and carers are well informed about children's achievements and progress through discussion and are encouraged to share their views about the provision. Records are made available as appropriate, such as any accidents that may have occurred, however the setting is not keeping any written observational records of children's learning and development, so that adults, parents and carers can work more effectively in identifying learning priorities for those children in the early years age group.

The setting effectively safeguards children, keeping them safe and protected, because good procedures are in place, including recording and reporting to care services if worried about a child. Adults have training in child protection, know what to look out for and how to respond sensitively and appropriately. Good use is made of risk assessment, including that of the environment, resources and materials being offered to the children, such as paint, glue and toys with small parts, taking account of known allergies and an insightful understanding of children's behaviour in different situations. Adults talk to children about rules for

desirable behaviour and are clear and consistent about expectations, helping children to behave in safe and acceptable ways.

The quality and standards of the early years provision

Children have access to a broad range of toys, games and creative play materials, affording them variety and opportunities to make things of their own choosing. Adults sit with children, talk to and play with them, so that they feel supported, settled and secure. The environment is well set out, with tables arranged in small groups, so that children play together happily and enjoy a sense of belonging. Arrangements support inclusion, in that younger children play purposefully and constructively while using resources, participating in group activities at their own level. Activity planning is ensuring children enjoy a balance of adult led and child initiated activities. The scheduled is varied, providing a good range and balance of physical activities, such as swimming, soft play, football, basketball and active games.

Children are making good progress because planning effectively covers the six areas of learning. However, the areas of learning are not clearly identified or linked to the early learning goals on the written schedule of activities, for children in the early years age group. Adults are not entirely familiar with the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. As a result, they are not making systematic observations and assessments of each child's achievements, interests and learning styles, to identify their learning priorities. The activity schedule is delivered flexibly, as adults respond to the changing needs and interests of the children.

Children's welfare needs are met well. Adults help children to develop good personal hygiene habits through hand washing routines. They have regular drinks and snacks, sit together for relaxed and sociable mealtimes and talk about healthy eating. Children are able to purchase additional snacks from the 'tuck shop', which include some healthy options, such as yoghurt tubes and boxed raisins. Healthy foods such as fruit and salad vegetables are not offered and children tend to choose crisps and biscuits. Children have a very good understanding about staying safe in a range of different situations, because adults consistently talk to children about rules for safe, sociable and desirable behaviour. Children are well behaved, pick up toys, help care for the play environment, tidying up and putting rubbish in the bin, making a positive contribution to the setting. Themed activities and a range of resources reflect diversity, helping children to learn about and appreciate differences.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

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.