

Super Camps at Kingscourt School

Inspection report for early years provision

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Inspector Michele, Karen Beasley

Setting address Coach House, Kingscourt School, 182 Five Heads Road,
WATERLOOVILLE, Hampshire, PO8 9NJ
Telephone number 01235 832222
Email info@supercamps.co.uk
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Super Camps Multi-activity day camp opened in 2008. It operates from Kingscourt School in Catherington, Hampshire. The group are registered on the Early Years Register and voluntary parts of the Childcare Register for a maximum of 80 children from four years to under eight years. Children over the age of eight also attend. The setting has procedures to support children with learning difficulties and/or disabilities, and who speak English as an additional language. The group opens five days a week for most of the school holidays and sessions are from 08:00 until 18:00.

There are three staff working with the children. Of these, one is a qualified teacher, one is working towards being a qualified primary teacher and the other is studying at university for a degree which is not child related.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff plan and provide a range of experiences for the children which stimulate their learning and development well. Children play safely in the base and pre-school rooms and outdoor areas through staff imposing clear boundaries and closely supervising the children. The management and staff show commitment to developing themselves professionally for the continual development of the provision. They support children to ensure they fully participate fully in activities, providing an inclusive environment where all are equally involved and valued.

What steps need to be taken to improve provision further?

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

- develop the mathematical potential of the outdoor environment, for children to discover things about shape, distance and measures, through their physical play
- develop a systematic and routine approach to observational assessment of individual children's development towards the early learning goals and use to plan their next steps in learning

The leadership and management of the early years provision

All staff at the end of each day assist in the regular evaluation of the setting. This motivates staff well and ensures children receive good support for their care and development. The site leader is a qualified teacher and half the staff are attending training for appropriate qualifications. They use their knowledge to provide a balanced range of activities which children find stimulating and enjoyable.

Children receive care from appropriately vetted staff through the implementation

of recruitment procedures. Induction procedures ensure staff implement the setting's policies and procedures and maintain records. The management organise in-house training for safeguarding children for all staff. This supports the safety and welfare of the children. The site manager carries out risk assessments and staff are vigilant in ensuring children's safety.

Staff group children into age groups for most activities such as quad biking, trampolining and arts and crafts, which helps them develop confidence in their own peer group. Staff set clear boundaries for the children, who know not to leave their group without a member of staff. Parents complete registration forms and the site manager follows up any additional information given, such as medical needs, to ensure these are appropriately met.

The quality and standards of the early years provision

Staff plan and provide activities that the children enjoy and find stimulating. Children have access to the school grounds including playing fields for group activities such as football and tag rugby. Indoors, children are involved in group team games such as dodge ball. Children enjoy art and craft, using materials to construct and decorate their masks. Staff supportively join in encouraging them and helping them as necessary. Children develop their listening skills well when choosing musical instruments to play such as castanets and shakers. However, children's mathematical language is not being extended during outdoor play. Children have opportunities to access a well equipped pre-school room where resources are clearly labelled and cover the six areas of learning. Staff maintain children's interest in group activities and ensure that all are equally involved. Children behave well and staff model respectful behaviour. Children learn to value similarities and differences and the staff actively promote anti-discriminatory practice. This results in children having good relationships with each other and staff, creating a friendly and welcoming atmosphere.

Children know staff appreciate the importance of their play activities, and staff ensure they are able to return to activities later to complete them if they wish. At the end of the day staff evaluate how effectively activities support children's play and promote their involvement. This helps them identify children's individual needs and provide activities that are challenging and enjoyable. However, observational assessment for each child is not yet systematically carried out to ensure those attending for short periods have their needs quickly recognised and met.

Staff share safety rules with children and activities, such as go karting, help children learn how to recognise and manage risks safely. Children bring nourishing packed lunches and the site manager advertises information about appropriate food content of lunch boxes to ensure all children are well nourished. Staff encourage children to have regular drinks during activities and provide water throughout the day for children to help themselves. This supports children's health.

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?	2
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 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 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.