

Super Camps at Tettenhall College

Inspection report for early years provision

Unique reference number EY369408
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Inspector Patricia Webb

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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 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 at Tettenhall College has been registered since 2008. It is one of a large number of holiday care schemes run by Supercamps Ltd. It operates from the sports hall and a number of classrooms within Tettenhall College in Wolverhampton. It is open from 09:30 to 16:30, each weekday for four weeks during the main summer holidays. There is an option for children to attend from 08:00 to 18:00 if parents wish.

The setting is registered on the Early Years Register. A maximum of 80 children may attend the setting at any one time, of which no more than 36 children may be in the early years age range. There are currently two children on roll in the early years age range. The provision also offers care to children aged over five to 15 years. The provision is also registered by Ofsted on the voluntary part of the Childcare Register.

There are three members of staff, one of whom holds a teaching qualification and two of whom hold sports qualifications.

Overall effectiveness of the early years provision

Overall, the quality of the provision is inadequate. Enthusiastic staff work well as a team to offer a broad range of sport and creative activities, to engage and motivate the children. However, staff do not have a secure knowledge of the Early Years Foundation Stage (EYFS) and consequently some legal requirements are not in place. Insufficient records and limited contact details regarding the processes for safeguarding children hinder children's overall safety and well-being. The management of the organisation shows an awareness of on-going improvement although the current systems for evaluating the quality of the provision do not take full account of the specific site in operation.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- develop systems to update staff knowledge and understanding of the Early Years Foundation Stage to ensure that it is fully implemented to support children's learning, development and welfare (Organisation) 14/10/2009
- ensure that the safeguarding children policy is effective and includes the procedures to be followed in the event of an allegation being made against a 14/10/2009

- member of staff (Safeguarding and promoting children's welfare)
- ensure that the relevant information is available on site to enable staff to contact the Local Safeguarding Children Board in the event of any child protection concerns (Safeguarding and promoting children's welfare) 14/10/2009
- ensure that at least one person who has a current paediatric first aid certificate is on the premises at all times when children are present (Safeguarding and promoting children's welfare) 14/10/2009
- request written parental permission for the seeking of any necessary emergency medical advice or treatment in the future, ensuring that this is retained on site at all times (Safeguarding and promoting children's welfare) 14/10/2009
- plan and provide experiences which are appropriate to each child's stage of development and which develops children's spontaneity and decision making about their own play activities (Organisation) 14/10/2009
- develop systems for observing and assessing children's progress and enjoyment in order to plan relevant and motivating experiences for each child (Educational programmes) 14/10/2009
- develop the system for evaluating the quality of the provision for children in the early years age range, ensuring that is pertinent to the setting and identifies strengths and areas for improvement (Organisation) 14/10/2009

The leadership and management of the early years provision

Children's care, learning and development are compromised as staff have not received adequate training in order to develop the necessary knowledge and understanding of delivering the EYFS. Whilst the staff are enthusiastic and build positive relationships with the children, the needs of children within the early years age group are not identified or met effectively. For example, limited resources are available restricting how children can make active choices about their time in the camp or engage in suitable activities should they choose to opt out of some of the sports on offer.

Whilst there is a clear chain of command for reporting any concerns regarding child protection through the organisation, the staff on site do not have the necessary details for contacting the Local Safeguarding Children Board should a serious concern arise. The current safeguarding policy does not contain information regarding the procedures to be followed in the event of an allegation being made against a member of staff. This fails to reassure parents that any such situations would be managed in the best interest of the child.

There are times when children's health and well-being are compromised as the staffing arrangements do not ensure that a person with a current first aid qualification is on site at all times. The organisation has not sought written permission from individual parents to seek emergency medical treatment or advice as the current procedure relies on the acceptance of such arrangements by virtue of having taken a place in the scheme. This does not fully promote children's health and welfare.

The organisation has developed a system for evaluating the quality of the provision. This document tends to be a generic document and does not take account of some aspects of individual sites. For example, reference is made to the younger children having base rooms and suitable equipment and resources available, which is not in place at this setting. Staff have not been involved in the development of the self evaluation process, although they are aware that evaluations and assessments are undertaken at the end of each scheme to build on what went well.

The quality and standards of the early years provision

Staff enjoy the time spent with the children, adapting some activities to offer the younger children opportunities to engage more effectively. For example, the member of staff reads from the chosen story of 'Horrid Henry' with great expression and intonation as children listen enrapt. Such opportunities are effective and thoroughly enjoyed by the children but are infrequent given the structure of the day's routines. The timetable of activities is a corporate document sent out by head office and does not take account of individual interests. Moving around the setting and participating in predominantly adult-led activities hinders how children develop their concentration and does not take account children becoming absorbed in particular activities. For example, children model deftly with the clay, enthused by the adult who discusses their designs. They audibly express their frustration when their enjoyment is marred having been directed to pack away in order to participate in a sporting activity in the main sports hall.

Effective strategies are used to encourage acceptable behaviour as children compete for colour points through their behaviour and efforts. There are however, times when young children are not fully engaged in some activities and they struggle to be part of the group which consists mainly of older children. The lack of awareness of the EYFS means that observation and assessment is not undertaken to identify how individual children learn effectively or promote their enjoyment and achievement to develop their full potential.

When sessions are less structured, young children enjoy opportunities to develop relationships with others and the adults such as during lunch time. Dietary needs are recorded from information supplied by parents when they book places on-line with the main organisation. Children are reminded by staff about not swapping foods and they have free and ready access to fresh drinking water and juice during the day to promote their health. Children understand the reasons for following suitable personal hygiene routines in order to reduce the risk of the spread of

infection. The processes for undertaking risk assessments are robust and cover all aspects of the provision with particular regard to the various sporting activities children participate in.

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?	4
How well does the provision promote inclusive practice?	4
The capacity of the provision to maintain continuous improvement.	4

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	4
How well are children safeguarded?	4

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	4
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	4
How well are children helped to stay safe?	3
How well are children helped to be healthy?	4
How well are children helped to enjoy and achieve?	4
How well are children helped to make a positive contribution?	4
How well are children helped develop skills that will contribute to their future economic well-being?	4

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Annex B: the Childcare Register

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure that at least one person who is caring for children has an appropriate first aid qualification (Welfare of the children being cared for)

14/10/2009