

Camp Beaumont Day Camps

Inspection report for early years provision

Unique reference number EY369595
Inspection date 24/07/2009
Inspector Beverly Hallett

Setting address Colfes School, Horn Park Lane, LONDON, SE12 8AW

Telephone number 0208 852 2283
Email head@colfes.com
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

Camp Beaumont Day Camps, Colfe's, was registered in 2008 and is registered on the Early Years Register, compulsory and voluntary Childcare Registers. It is one of 12 summer camps and five Easter camps running in London and the Home Counties. It operates from Colfe's pre-prep, prep and leisure centre in Lee, in the London Borough of Lewisham. Children have use of the sports hall, pavilion, classrooms, pre-prep hall and associated facilities. There is access to secure outside play areas, including astro-turf, tennis courts, hard play areas and playing fields. Children have use of an indoor swimming pool. The camp opens five days a week during school holidays. Sessions are from 08:30 to 17:30 and an extended day is offered between 08:00 and 18:00. Camp Beaumont Day Camps, Colfe's, is registered to provide care for 200 children aged from three years to under eight years. There are currently 180 children on roll of these, 30 are in the early years age group. Children attend for a variety of sessions. The Camp also provides care and activities for children aged from eight to 16 years. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. At least 18 full-time staff work directly with the children. Of the staff working with the children in the early years age group, more than half have appropriate qualifications. Staff have access to induction and training courses run by Camp Beaumont's in-house, operations and management training team.

Overall effectiveness of the early years provision

The overall quality of the provision is satisfactory. Children are happy, settled and confident, because they enjoy a good range and balance of activities which meet their individual needs. Staff engage very well with the children, helping them to feel supported, safe and secure in the setting. The joint managers effectively lead a strong staff team, so that all children's welfare and safeguarding needs are met. However the setting is failing to meet regulatory requirements for the early years register as due to the unexpected departure of the original manager, there is currently no person in charge at the setting who holds a suitable child care qualification. The registered provider strives to ensure continuous improvement, ensuring activities and resources are consistently assessed and that current practice is reviewed to ensure the needs of the wide age range of children who attend are met.

What steps need to be taken to improve provision further?

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

- review the daily routine and increase the variety of resources and activities available for the children in the early years age group to promote their independent learning when not engaged in adult led sports activities
- increase toys and resources which offer positive images and children's awareness of people's similarities and differences

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that the person in charge holds a suitable childcare qualification at the appropriate level (Qualifications, training, knowledge and skills)

02/10/2009

The leadership and management of the early years provision

Children thoroughly enjoy their time at the day camp as they engage in a wide range and variety of outside sports and physical activities which also support their overall growth and development. The setting is very well organised so that children are always busy yet are able to relax when appropriate. Leadership is strong and provides an effective role-model, so that all staff work in calm and consistent ways with the children, promoting their well-being.

The managers evaluate the setting through reflective practice, looking at what works well and less well. Parents and children are consulted about all aspects of the provision, including agreement about desirable and acceptable ways of behaving, activities and day trips. A range of written information is displayed for parents, including activity plans and policy documents. An excellent system of highlighting names on a whiteboard indicating to parents that there is a special message and that they need to contact group leader or manager ensures high levels of information is exchanged regarding children's welfare and development. Relationships with parents are friendly and are enhanced through children's welfare records which share information such as any accidents that may have occurred and administration of medication. All of these strategies ensure a partnership approach to children's welfare is promoted.

Children are safeguarded in the setting through management and staff's sound understanding of child protection issues. All aspects of safety and risk assessment are effective in ensuring potential hazards are minimised and children are safely escorted around the setting as they engage in the different activities.

The quality and standards of the early years provision

Children arrive at the setting eager to participate in the activities available and confidently follow the staff around the setting to the various play areas in an orderly manner. This ensures their safety as they change activities and rooms throughout the day. Children are friendly, chatty and sociable, enjoying a settled and relaxed snack in small groups. At snack time, they take turns to use a bowl of icing sugar to decorate a plain biscuit and then eat it. A very well resourced and organised daily and weekly routine ensures that there is a very good range of sports type activities for children to enjoy throughout their time at the day camp and these support not only children's physical development but their development in other areas as well. Children of all ages participate in archery, trampolining, go-karting, bowling, tennis and swimming as well as quieter indoor activities such as

art and craft workshops. Staff talk to children about how much they are enjoying the activity for example saying 'you really had a good time playing tennis didn't you? That's really good exercise and keeps you fit and healthy'. This supports children's awareness of a healthy lifestyle and why exercise is good for them. Staff also increase children's knowledge of how to take care of themselves and about the benefits of resting after exercise, for example, one member of staff encourages a child to rest before going on to the next activity by sitting on the grass and drinking some water.

However, when in their 'home room' children under five have limited toys and resources available to choose from. As a result, should the weather be poor or they are required to spend longer amounts of time in this area for any reason, they rely heavily on adult led and controlled activities. Children have excellent opportunities to play together in teams, such as outdoor tennis, rounders and cricket and are well supported and supervised by staff. Children in the early years age group receive plenty of individual attention and enjoy play experiences across the six areas of learning, including, painting, sticking and role-play activities.

Children are very well behaved, share and play cooperatively, because staff create a happy, caring and relaxed atmosphere. Children happily wait their turn for the most popular activities such as the bouncy castle and staff support children in this by talking and playing with them as they wait, offering a distraction to help the time pass quickly. Staff are fully aware of children's individual welfare, learning and development needs, through talking to parents, building positive relationships with the children and keeping appropriate welfare records. Children with specific needs are fully integrated through careful identification of these and proactive support in the setting. Racial and cultural diversity is positively valued and embraced within the setting policies however, there is a lack of toys resources and equipment which offers children positive images of diversity.

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?	3
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?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

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?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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