

Super Camps @ Sutton Valence Preparatory School

Inspection report for early years provision

Unique reference number	EY351335
Inspection date	09/04/2009
Inspector	Stephanie Graves

Setting address	Sutton Valence Preparatory School, Church Road, Maidstone, Kent, ME17 3RF
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Type of setting	Childcare on non-domestic premises
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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 at Sutton Valence Preparatory School is one of a number of holiday play schemes run by Super Camps Ltd. It opened in 2007 and is registered on the Early Years Register and the voluntary part of the Childcare Register. The group operates from four classrooms and a sports hall on school premises. It is situated on a large school site on the outskirts of Maidstone. The setting is accessible and all children share access to several outdoor supervised play areas. The setting is open each weekday from 08.00 to 18.00 during the Easter and summer school holidays only.

A maximum of 40 children may attend the holiday provision at any one time. There are currently 50 children aged from four years on roll. The setting also offers up to 80 places for children aged between six and eleven years. This provision is registered on the Childcare Register and these children share the same facilities as the children in the early years age range. Children attend from local and wider communities.

There are currently three members of staff working with the children. The supervisors are trained in their field but do not hold relevant early years qualifications. One has a level 2 play work qualification and two members of staff are working towards relevant qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children make good progress in their learning and development within the context of this holiday provision and practitioners promote their welfare effectively. Inclusion is well promoted and the individual needs of each child are addressed. Self-evaluation and daily reviews are implemented to identify the group's strengths and any areas that could be improved. The necessary qualification requirements have not been met, although the care and learning of the children is well promoted. The group's capacity to maintain ongoing improvement for the children is good and clear liaison between staff enables effective practice to take place. The partnerships with parents and other settings help to promote consistency based on the needs of each child.

What steps need to be taken to improve provision further?

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

- ensure children's records are only accessible to those who have a right or professional need to see them (Documentation).

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

- develop a plan of action concerning how staff training and qualification requirements will be met (Suitable

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People) (This also applies to the voluntary part of the Childcare Register)

The leadership and management of the early years provision

The leadership and management are good. Children learn and develop through well planned stimulating experiences, despite short attendance patterns. The provider has not ensured that appropriately qualified supervisors are in place, which is a breach of requirements. However, practitioners are well led by the person in charge and through senior management input from head office. A range of relevant training events, including in-house training, have been attended and practitioners have received guidance on how to embrace the Early Years Foundation Stage requirements for each child within the context of this type of provision. Therefore, the outcomes for all children are well promoted and they are able to develop their personal interests and greater confidence as they acquire new skills. The policies, procedures and required records are in place, although confidentiality has not been fully ensured in some instances when recording incidents. Parents are supplied with clear information about the service provided. The strengths and weaknesses of the provision are clearly identified and addressed through self-evaluation. Parents and children are involved in the evaluation process and recent improvements include daily staff meetings to discuss current issues and children's progress, improving the key person approach and ensuring inclusive practice involves all children in all activities.

All children benefit from being included equally in the experiences provided. Parents are informed about all aspects of the provision and written feedback includes positive comments about how much their children enjoy attending the camp. Children's welfare is promoted through the safeguarding procedures in place. For instance, the use of risk assessment is effective and daily monitoring ensures any potential risks are identified and minimised swiftly. Practitioners have a good understanding of the signs and symptoms of abuse; they know where to access important information and how to manage any concerns. This helps to ensure the welfare and safety of the children is promoted at all times.

The quality and standards of the early years provision

Children learn through exciting and stimulating activities that develop their interests and encourage them to develop their existing knowledge and skills. For example, those interested in trampoline sessions are gently encouraged to try this with the trained coach first to develop their confidence and coordination. Children are assigned to a key person despite the short time the holiday camp runs, which helps them to feel secure and develop a sense of belonging. Experiences are well planned and the activities promote children's personal interests and abilities as well as providing new challenges. These include learning to play a range of team games and take part in various sports activities. Practitioners interact well with children, for instance, as they explain safety rules before using equipment or encourage their communication skills during activities. A good range of toys,

resources and experiences are accessible to all children throughout the day and cover all areas of learning. Some children enjoy taking part in team games and physical activities, which help to promote their physical skills and coordination. Others enjoy the challenge of taking part in a quiz as they access information on a laptop and use other resources to help them. They learn about number concepts through activities and freely accessible resources. They enjoy stories, playing with puppets and accessing some role play experiences. The range of opportunities provided help all children develop the necessary skills for their future learning as they gain confidence through participating in the activities provided.

Children talk about their favourite activities, which currently include making clay models and art. They eagerly talk with one another as they make animal masks and discuss colours and shapes. They become engrossed as they make models with clay and concentrate hard as they make their creations. Children's starting points are gained before they start at the setting to ensure experiences are meaningful. Practitioners observe closely and build on their interests during their time at camp. For example, if a child only attends for one day, every effort is made to ensure they are able to finish self-chosen tasks before the end of the day. This enables them to develop a sense of ownership and make good progress as they complete activities. Planning includes all the areas of learning and practitioners observe children closely to ensure they can provide the next steps needed for individual children to build on their developing abilities and interests.

Children's welfare is promoted well. All children are well supervised and involved in frequent head counts, practising the emergency evacuation procedure every week and learning how to keep safe during the activities provided. This enables them to learn about personal safety in a variety of situations. Food is provided from home and healthy options are actively encouraged. Children have access to drinks at all times, which helps them remain hydrated. They learn about healthy eating through discussions as they eat together and know why they must not share food. All children benefit from the hygiene routines in place. For instance, they wash and dry their hands at the appropriate times, such as, to 'wash the clay off'. Children with infectious illnesses do not attend the setting and the systems in place for good hygiene help to prevent the spread of infection.

Children benefit from the procedures implemented to safeguard them at all times. For example, all accidents are recorded and the group has just begun to log these in order to ensure all entries can be traced. Medication procedures require prior written parental consent before any medicines are given. This helps to ensure children's health needs are met appropriately. Children are well behaved and respond well to plenty of encouragement and praise. Practitioners model good manners and speak sensitively to children, to help them learn about behaving positively. This promotes their welfare and self-esteem. Parents are included and informed about behaviour issues, which helps to provide children with consistency.

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:

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:

- take action as specified in the early years section of the report (Qualifications and Training).

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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.