

Super Camps at Handcross Park School

Inspection report for early years provision

Unique reference number EY372426
Inspection date 18/08/2009
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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 Handcross Park School is run by Super Camps Limited who were established in 1996 and run holiday activity day camps at different venues around the country. It opened in 2008 and operates from several classrooms, dining hall, sports centre, art studio, swimming pool and the grounds and playing fields at Handcross Park School. The camp is open in school holidays only from 08:00 to 18:00.

The camp is registered to care for 80 children from four to the end of the early years age range at any one time. There are currently 20 children in this age group on roll. The camp has exemption from the compulsory part of the Childcare Register for children from the end of the early years age range up to eight years, as they provide activity based care for these children. The setting is also registered by Ofsted on the voluntary part of the Childcare Register, and children up to 14 years may also attend. The camp provides support to a number of children with learning difficulties and/or disabilities.

Staff are recruited for each holiday period. There are currently two members of staff, including the early years manager working directly with the early years children, and another manager has overall responsibility for the camp. Of these, two hold Qualified Teacher Status. The camp is supported by the staff at super camps head office.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are cared for in a warm and welcoming environment. Staff have an effective understanding of children's individual needs in order to promote their welfare and learning. They have a good partnership with parents and seek their views in order to assist them in evaluating the setting. Staff are able to identify their main strengths and areas for further development, and have an effective understanding of how to support children with learning difficulties and disabilities.

What steps need to be taken to improve provision further?

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

- ensure that more effective links are made with the schools children attend, particularly the one at which the camp is based

The leadership and management of the early years provision

The camp has all the required policies and procedures in place. Children's records are stored appropriately and super camps has an efficient recruitment process in place, providing the necessary pre-camp training for all staff. This includes training

on safeguarding, to ensure that children are well protected from harm. Contingency arrangements ensure that appropriate cover staff is provided when anyone is absent, in order to maintain the correct ratio of staff to children. Appraisals are conducted on staff at the end of each camp and regular staff meetings are held to exchange information. The setting undertakes self-evaluation and sees the way in which it caters for children's individual needs as one of its strengths. Also the manner in which children are involved in designing the rules at the start of each camp, and the way in which the organisation seeks parents opinions. Their comments are obtained through a variety of means, including their helpline and emails from parents. Staff believe that the links they have made with other organisations since registration have further developed their commitment to inclusion. All children are offered the same opportunities, the activities are tailored around the them and they get the chance to try something new.

All the necessary information about the setting, their policies and complaints procedure are all easily accessible to parents. They are encouraged to look at the work children have undertaken on decorating their base camp, and the timetable of their activities is displayed. Staff are always available to provide parents with feedback on their child's progress at the end of the day. Children are welcome to bring in items from home, with parents permission, and they take most of their work with them, to involve parents in what they have been doing. Parents are welcome to stay for a while at the start and end of the day, to see what their children are doing. There are also leaflets for providing them with more details about the super camps, and there is a company web site offering parents additional information. A poster about the Early Years Foundation Stage (EYFS) is on display and staff tell parents about how they meet the requirements of this document, and share the observations they make on their child with them. Although at present the staff at the camp have not yet fully developed links with the local schools which children at the camp attend.

The quality and standards of the early years provision

Children are provided with effective opportunities that cover all areas of learning. An outline timetable of daily activities is produced by super camps for their settings, and staff then have the flexibility to extend and adapt this to meet the needs of the children currently attending the camps. For example, when art was shown on the timetable staff chose to give children some instruction on using clay and then encouraged them to make their own models. Many of them then chose to make a sea creature, as this followed the theme that children were currently following at the Handcross camp. The planning is based on the EYFS and staff carry information on this document around with them, to check that they are meeting the requirements. Brief daily observations are made on all children, which are well completed and informative. These are used to make simple assessments on children and decide what the camp needs to provide for them next, as far as they are able, within the restrictions of children's attendance patterns. These observations enable staff to identify any possible special educational needs or issues which children have, and to cater for them accordingly. Children use the swimming pool, the fields and large equipment at the setting for exercise and sit

quietly in their base area when they need to rest. They show confidence in talking to staff, as they are friendly and approachable. They co-operate well with each other during ball games and staff speak to them during activities, to develop their language skills. Children use coloured pencils for drawing and mark making, and they are encouraged to write their name on their work. Staff make children aware of the world around them when they talk to them about the sea creatures that are the subject of the theme they are following.

Children follow effective hygiene routines, washing their hands before they eat and after they have used the toilet. They all sit down together at the tables in the dining hall at lunch time. This is a sociable occasion, and staff are aware of any allergies children have. Parents are advised of appropriate items to include in children's lunch packs and staff monitor what children eat, to ensure they have a healthy diet. Water is available at all times to make sure that children are not thirsty. All accidents are recorded and permission is obtained from parents before medication is administered. Efficient safety measures are in place. Staff regularly practise their fire evacuation procedure and a written record of this is kept. Children are well supervised by staff, and whenever they change activities staff check that all are accounted for against a registration sheet. They regularly use the swimming pool which is available to them at the setting, and a trained lifeguard is always present. A written record of the risk assessment is made at the start of each camp and is reviewed regularly while the camp is running. Effective behaviour management strategies are in place to ensure that staff are consistent in their approach, and they are firm with children when necessary. Children are divided into colour teams and encouraged to work together to obtain points for their team.

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

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Annex B: the Childcare Register

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

Met