

# Super Camps at Winchester College

Inspection report for early years provision

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<b>Unique reference number</b>	EY374257
<b>Inspection date</b>	18/08/2009
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<b>Type of setting</b>	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 multi-activity day camp was newly registered in 2008 and operates at Winchester College, Winchester, Hampshire. The provider is registered on the Early Years Register and on the voluntary part of the Childcare Register. The setting serves families from the local area. Access to the building is good and toilet facilities are available in each building used.

The group is registered to provide care for 80 children from four years to eight years. Of these, 26 may be in the early years age group. Children over the age of eight and up to 14 years of age may also attend the group. The scheme operates during the summer holidays and provides full day care for children from 08:00 until 18:00 Monday to Friday.

The setting supports children with learning difficulties and/or disabilities and those who are learning English as an additional language. There are currently 60 children on roll. 11 of these children are in the early years age group.

There are five members of staff including the manager who work with the children. Of these, one has a recognised Early Years qualification. The setting receives support from the local authority.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory. Children's welfare and learning needs are generally well met. Children are happy and settled and enjoy their time at the setting, taking part in the range of activities planned for them. However, the planning of the daily routine and the range of resources provided, do not always meet the children's needs. Most documentation and permission slips are well organised and easily accessible, although some lack detail or are not in place for some children present.

## **What steps need to be taken to improve provision further?**

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

- ensure that evidence of staff suitability and training is available on site at all times, with particular regard to CRB checks and first aid training.
- ensure that the designated practitioner with responsibility for safeguarding children has completed a relevant child protection course and is aware of the Local Safeguarding Children's Board procedures.
- work with parents to ensure that information about children's starting points, interests and capabilities is used when planning activities.

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

- plan and provide resources and a range of experiences
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which are suitable for each child's age and stage of development and which enable children to make choices and initiate their own play and learning (Educational programmes)

- obtain written permission for seeking emergency treatment or medical advice from all parents and ensure that this is available on site at all times (Safeguarding and promoting children's welfare)

24/08/2009

## **The leadership and management of the early years provision**

Staff organise the environment to ensure that children are supervised as they move between activities. Risk assessments are carried out on the premises and activities, before the camp starts and visual checks are completed by staff each day. A range of policies and procedures are in place and easily available for staff and parents. Regular daily discussions, copies of planning and a range of notices on the walls, ensure that parents are informed of their child's daily routine and the activities they have taken part in. At present little information is obtained from parents about children's interests or capabilities to ensure that planning meets each child's needs.

Management ensure that staff are appropriately vetted and that induction procedures are in place to ensure all adults working with children are suitable to do so, although information regarding this is not available on site for all staff present. All staff are encouraged to access suitable training. They are aware of their roles and responsibilities each day. The site manager ensures that children are always supervised by an appropriate adult and she has a sound understanding of procedures to safeguard children. However, management do not ensure that the designated practitioner with responsibility for safeguarding children has completed an appropriate training course and is aware of the Local Safeguarding Children's Board procedures. Formal self-evaluation is carried out by head office for all Super Camps settings.

## **The quality and standards of the early years provision**

Children are happy, settled and enjoy their time at the super camp. Staff explain the daily plans and children quickly settle to the routines of the day. Children understand that they will take part in activities together in various locations on the school site. For example, art and craft sessions take place in the art block and sports sessions are held in the outside areas or swimming complex. Children are provided with a base room, but this is sparsely resourced and children have little choice of activity when using the room. This limits their ability to initiate their own play and learning or to rest if they are tired. Children enjoy the art and craft sessions, when they mix paints, make masks or do free drawing. They develop their physical skills as they take part in outdoor games such as dodgeball or enjoy swimming sessions in the school pool. They are led by qualified staff who interact well and stimulate their learning as they talk about colours or how they feel after

exercising.

Children help themselves to drinking water which is available at various places within the school. Parents provide a packed lunch for each child and the children enjoy the social interaction as they sit and eat together with the older children. Children are able to freely access the cloakroom and see to their own personal needs, unless they are using shared areas of the school, when they are supervised by a member of staff. They know they must wash hands before eating or after using the toilets. Documentation is in place which informs staff of any health or dietary issues children may have and clear records are kept of accidents or any medication administered. Children's safety is assured as staff make sure that all visitors to the setting sign in and out. Staff also ensure that all adults using the shared facilities do not gain access to the areas used by the children. Children learn about fire safety, and where to gather should they need to evacuate the buildings. They learn about road safety as they walk to the other parts of the school premises, crossing the roads carefully and keeping together.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
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

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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