

Super Camps at Combe Bank School

Inspection report for early years provision

Unique reference number

EY372429

Inspection date

05/08/2009

Inspector

Rebecca Elizabeth Khabbazi

Setting address

Combe Bank School, Combe Bank Drive, Sundridge,
SEVENOAKS, Kent, TN14 6AE

Telephone number

01235 832222

Email

info@supercamps.co.uk

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 Combe Bank School opened in 2008 and operates from several classrooms and buildings within Combe Bank School, Sundridge, Kent. It is one of 65 settings owned and run by Super Camps Ltd.

The setting is registered on the Early Years Register and the voluntary part of the Childcare Register. They are registered to care for a maximum of 80 children aged from four years old. There are currently nine children in the early years age group on roll. The setting also cares for children up to the age of 14 years old. The play scheme is open from Monday to Friday, for four weeks of the summer holidays, from 08:00 to 18:00. Children attend for a variety of sessions.

The setting receives support from the local authority through an early years advisor.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The setting promotes children's welfare and learning effectively. Positive relationships with parents help ensure that children's individual needs are taken into account, and staff strive to create an inclusive environment. Systems are in place to continually monitor and review the care provided, which ensures areas for improvement are promptly identified.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include any assessments of risks for the use of all areas of the site, including more isolated areas such as the adventure playground
- increase the range of resources and opportunities available for free choice and independent play

The leadership and management of the early years provision

The setting is well organised. Robust recruitment procedures ensure that children are cared for by appropriately qualified and vetted staff, which helps safeguard their welfare. All required documentation that promotes the well-being of children is in place. Comprehensive risk assessments are completed in all areas, although some of the records are not fully up to date. The management team regularly reflect on the provision and seek feedback from parents and children to identify targets for future development. Actions taken effectively lead to improved outcomes for children, for instance, changes to the layout of the base room to ensure children have a separate area where they feel secure, and to ensure that parents have face to face contact with the Early Years Coordinator on a daily basis.

This ensures relevant information is exchanged each day so that staff are knowledgeable about children's needs and children experience consistent care. Parents receive clear information about the setting when they register their child at the provision, and policies and procedures are available in the entrance hall where children are signed in and out.

The quality and standards of the early years provision

Children are cared for in a welcoming environment. They grow in independence as they quickly learn the routines and expectations of the setting. Children learn to keep themselves safe when they help make decisions about the safest route to get across the driveway, remember why the register needs to be taken, or tell their friends what the procedure is if there's a fire practice. Children's health is promoted as they enthusiastically take part in a wide range of physical activities both in and outdoors, for instance when they practise their existing skills in the swimming pool and learn some new ones, take part in ball games or have a turn on the climbing frame in the adventure playground. They learn simple good hygiene routines when they wash their hands before they eat, and staff encourage parents to offer healthy alternatives in children's packed lunches. Children access water freely whenever they are thirsty throughout the day.

Children are confident and settled at the provision. They benefit from being cared for in a relatively small group with a consistent staff member who they get to know well. Children form good relationships with each other and with staff, and are well behaved and cooperative. They enjoy a range of activities each day, such as clay modelling, story time, art explosion, treasure hunt, drama, swimming, and a variety of sports, which are intended to complement their term-time experiences. Staff make good use of opportunities for spontaneous learning during everyday routines, such as counting how many children are present and talking about the world around them as they walk to an activity. They make regular brief observations of children according to their needs, and use these to feedback to parents on a daily basis and to adapt activities according to children's interests and skills where appropriate on a day by day basis. Children enjoy an imaginative game with staff in the adventure playground, laughing and chattering as they allocate roles to play on a train journey. Later they have fun during a planned drama session, acting out the story of Jack and the Beanstalk, and spend some time playing games in the hall. Children enjoy the structured timetable, which generally offers a balance of experiences, but resources and opportunities for free play and independent choice are currently more limited.

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?	3
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?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
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?	3
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?	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 voluntary part of the Childcare Register are:

Met