

Super Camps at The Perse Preparatory School

Inspection report for early years provision

Unique reference number	EY391983
Inspection date	19/08/2009
Inspector	Emma Bright

Setting address	Perse Preparatory School, Trumpington Road, CAMBRIDGE, CB2 8EX
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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 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 the Perse Preparatory School is one of a large number of holiday playschemes run by Supercamps Ltd. It opened in 2009 and operates from the Perse Preparatory School in Cambridge, Cambridgeshire. The premises are accessible and children have access to outdoor play areas.

The playscheme is registered on the Early Years Register and the voluntary part of the Childcare Register to provide holiday activities for children aged between four and 11 years. The playscheme can accept up to 36 children within the early years age group and offers around 100 places for older children. Activities provided are mainly sport or art related. The playscheme is open from 08.00 to 18.00, Monday to Friday during the school summer holiday.

There are two members of staff working in the early years group who are currently working towards an early years teaching qualification.

Overall effectiveness of the early years provision

The overall quality of the provision is satisfactory. Staff provide a generally welcoming environment and children enjoy their time at the setting. Children make suitable progress in their learning and development and staff ensure the individual needs of children are appropriately met. The environment generally promotes children's welfare and most of the essential documentation is in place. Staff form positive relationships with parents and other professionals. The provider has systems in place to monitor and evaluate, but this is not specific to the individual provision.

What steps need to be taken to improve provision further?

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

- ensure a balance of child-initiated and adult-led play-based activities, providing well-planned experiences based on children's spontaneous play, both indoors and outdoors
- develop systems to record children's achievements so that they can be used to inform planning and complement the education and care children receive in other settings. Share this relevant information with each other and parents
- ensure that the safeguarding children policy is appropriately updated and that children's information records are easily accessible
- improve the range of resources and activities to support children's learning, ensuring that they are appropriate and accessible for all children
- ensure that the risk assessment identifies aspects of the environment that need to be checked on a regular basis. This refers specifically to the security of the doors
- develop an effective system for monitoring and evaluating the early years provision in order to maintain continuous improvement, taking into account

the views of children, parents and staff.

The leadership and management of the early years provision

Daily visual checks and a written risk assessment sufficiently ensure that most hazards and activities are identified and minimised to safeguard children. However, children's safety is compromised because the door to the main building is left open during the day. Most of the required documentation is in place for the safe running of the setting and the implementation of them by staff generally promotes and safeguards children's welfare. However, some documents such as children's information records are not kept appropriately and the safeguarding policy is incomplete which potentially affects children's safety in an emergency. Appropriate recruitment and induction arrangements in place ensure staff who work with children are suitable to do so. Staff demonstrate a sound knowledge and understanding of Safeguarding Children procedures and they help children to understand how to keep themselves safe.

Adequate information is provided to parents about the setting and systems are in place to gather information about children's individual details. The system for ongoing self-evaluation of the provision is not in place and therefore strengths and weaknesses of the setting are not effectively assessed. The self-evaluation system is in place. However, this is undertaken by management and does not effectively secure the opinions and ideas of children, parents and staff in order to continually maintain improvement. The provision in general is organised so that children have satisfactory experiences and staff are suitably deployed so children are safe and supervised. However, there are fewer resources available which mean that children's learning is not sufficiently supported in a challenging and stimulating environment.

The quality and standards of the early years provision

Staff working with children have a sound knowledge of the Early Years Foundation Stage. However, the timetable and structure of the day does not take account of individual interests, and the lack of resources means that the balance of child-initiated and adult-led activities does not effectively challenge children or allow them to make choices. The system for observation and assessment is not undertaken to identify how individual children learn or to inform planning. As a result, staff are not able to adequately help children to develop to their full potential.

Children settle well and show they have warm and friendly relationships with staff, engaging them in conversation. Staff in turn, listen and respond well, showing they value children's contributions. A range of creative activities encourage children to express themselves and to develop their skills. They make models from clay and enjoy face painting activities. Children produce drawings and pictures to represent their ideas and these are displayed for others to admire and enjoy. Children use numbers in their play and point out numerals as they look at their watch or match numbers in games of 'top trumps'. They eagerly participate in games of hide and

seek or treasure hunts.

Children are cared for in a clean environment, good hygiene routines followed by the staff and children help to prevent cross infection. They enjoy lots of opportunities to play outdoors which ensures they benefit from exercise and fresh air. Children learn about the importance of a varied and nutritious diet and they have ready access to fresh drinking water. Staff are aware of children's individual dietary requirements and any specific needs are clearly noted. Staff establish a supportive atmosphere where children feel safe and secure and their behaviour is good.

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?	3
The capacity of the provision to maintain continuous improvement.	3

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?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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