

# Camp Beaumont Day Camps At Aldenham School

Inspection report for early years provision

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**Unique reference number**

EY390501

**Inspection date**

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**Inspector**

Jane Mount

**Setting address**

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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**

Camp Beaumont Day Camps at Aldenham School in Elstree, Hertfordshire was registered in April 2009. It is a privately run organisation that operates day camps during the Easter and Summer holidays and is one of 13 camps running in London and the Home Counties. It operates from Aldenham School and children have use of a number of classrooms, the sports hall, the nursery and associated facilities. There are sufficient toilet and kitchen facilities and children have access to extensive outdoor areas. There is a separate enclosed outdoor area for children in the early years age group.

The camp opens five days a week during school holidays. Sessions are from 08:30 to 17:30 and an extended day is offered between 08:00 and 18:00. Camp Beaumont Day Camps at Aldenham is registered to care for no more than 150 children between the ages of three years and eight years with no more than 100 in the early years age group. In addition, the camp also provides care and activities for children aged from eight to 16 years. There are currently 30 children on roll in the early years age range and the setting is not in receipt of nursery education funding. Children attend for a variety of sessions.

The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language. Five staff work with children in the early years and later years age group, four of whom hold early years qualifications including the early years co-ordinator and manager who holds a level 3 qualification.

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

Overall the quality of the provision is good. The setting provides effectively for children in the Early Years Foundation Stage (EYFS) and a welcoming and inclusive environment is provided for all. Close links with parents and carers ensures children's individual needs are met. A committed staff team effectively implements the setting's policies and procedures to ensure children are safe and their welfare is fully protected. Children's learning and development is promoted through the provision of varied play experiences and activities which are developmentally appropriate and led by children's interests. The provision has a positive attitude to improvement and is generally aware of their key strengths and areas for further development. Some systems to assess the quality of the provision are in place although processes such as self-evaluation to effectively monitor practice to ensure continuous improvement have not yet been implemented.

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

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

- develop further systems to monitor and evaluate to encourage reflective practice, self-evaluation and informed discussion to identify the setting's

strengths and priorities for further development that will ensure continued improvement.

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

Staff are guided by a strong management team who have a clear vision for the setting. This is the provision's first inspection since registering and the staff team are clearly focused on promoting children's welfare and helping all children make good progress in their learning and development. Documentation required for the safe and efficient management of the provision is in place and records, policies and procedures are generally well-organised and informative. Recruitment and vetting procedures ensure staff are suitable to work with children and effective systems are in place to ensure they are clear on their roles and responsibilities. For example, all staff participate in a company induction process and have access to training courses run by Camp Beaumont's in-house operations and management training team. Consequently, staff are well-informed and work well together as a team which has a positive impact on outcomes for children. Some processes are in place to monitor and assess the quality of the provision. For example, feedback is actively sought from parents and staff. A self-evaluation system to monitor and extend effective practice and to ensure continued improvement has not yet been implemented.

Arrangements for safeguarding children are effective and children's safety is fully protected. For example, children are closely supervised and the security of the premises ensures children remain safe. Staff are pro-active in ensuring any potential hazards are identified and minimised with detailed risk assessments in place which ensure the activities and the environment are safe and their safety and well-being are fully protected. Children's welfare is safeguarded as staff have a secure knowledge of child protection. For example, key staff undertake training and clear and effective systems are in place to ensure all staff are aware of the correct recording and reporting procedures if they did have a concern to protect children from harm. Good use of space and resources and effective staff deployment ensures an environment that is fully inclusive. As a result, children are happy and confident in their play and develop a strong sense of belonging as they feel included and welcomed into the setting. Children benefit from the effective relationships that staff have developed with parents and carers and this significantly contributes to children's well-being. For example, parents and carers are provided with good quality information about the setting such as a parents' brochure and welcome pack before their child attends the camp. Weekly newsletters and individual mini timetables are also used to keep parents informed of their child's day and the activities they have participated in. Information is also verbally exchanged on a daily basis between staff and parents which ensures children's individual needs are met and they receive continuity in their care. Consequently, children are fully supported and their individual needs are catered for and met.

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

Children's learning and development are fully promoted. They have opportunities to experience a varied range of activities and play experiences which cover the six areas of learning and ensure children have fun. As a result, children are happy and keen to join in with the activities. Staff understand that every child is unique and they work in close partnership with parents to ensure children in the EYFS have their learning needs addressed. For example, they gather information by initially talking with parents and then through close observation of children and regular discussions and sharing of information. A varied range of activities are planned that also take into account children's interests and are then adapted for individual children's abilities. Staff ensure children are purposefully engaged in their chosen play and support children well, creating a child centred, enabling environment. Adult-led and child-initiated activities are well-balanced to encourage children to be active learners. Consequently, children are making good progress in their learning.

Children are happy and motivated in their play and their personal, social and emotional development is fostered with the environment generally organised to encourage children's independence skills. For example, the facilities enable children to independently access some resources and to make choices in their play. Their creative development is encouraged with regular opportunities available for children to express themselves creatively and they are able to experience a varied range of art and craft activities. For example, children enjoy designing and making animal masks or making collages using a variety of items such as leaves collected from nature walks. Children are encouraged to use their imaginations such as when they pretend they are pirates on a boat or passengers on a train. Children listen and respond with enjoyment when listening to stories and enjoy singing. Children's physical development is fostered with plenty of opportunities to exercise incorporated into the daily routine with the indoor and outdoor environments used to their full potential. For example, children particularly enjoy using their climbing and balancing skills when participating in obstacle courses on the soft play equipment. They participate in ball games and races in the sports hall and parachute games outside. Staff promote a positive awareness of diversity through discussion and some resources and children have access to activities that develop their knowledge and understanding of the world. For example, they made flags from around the world and learnt about the different countries. Children develop confidence and understanding in problem solving, reasoning and numeracy through a varied range of activities such as learning to confidently count when playing games or singing songs such as 'five little monkeys'.

Staff are pro-active in implementing some effective strategies to promote and safeguard children's health and well-being. Children's good health is promoted through the implementation of some effective procedures and practices within the setting such as a clear sickness policy which minimises the risk of cross-infection. Children are beginning to learn how to stay healthy and about personal care routines. For example, they are reminded to wash their hands before eating and after visiting the toilet and when asked, know it is to prevent them from becoming unwell. Children are developing a good understanding of healthy eating. For example, they discuss healthy food choices and know it is important to eat plenty

of fruits and vegetables. The environment is safe and children are learning how to keep themselves and others safe. For example, they are taught how to handle equipment appropriately and not to leave resources on the floor in case someone trips and hurts themselves. The management of behaviour is good and children behave well. Behaviour is dealt with in a positive yet consistent manner with clear boundaries set. Staff talk about acceptable behaviour and reinforce sharing and respecting each others' feelings. Responsible behaviour is promoted and children are regularly praised and encouraged. For example, certificates are awarded to acknowledge positive behaviour which develops children's self-esteem.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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 compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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