

Super Camps @ New Hall School

Inspection report for early years provision

Unique reference number EY287956
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Inspector Lynn Denise Smith

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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

New Hall Super Camp is privately owned and managed. It opened in 2004 and operates from the Preparatory building within the grounds of the New Hall School in Chelmsford. A ramp to the hall entrance means that the premises are easily accessible. A secure enclosed outdoor area is used for outdoor play activities. A maximum of 80 children aged from four years to the end of the early years age group may attend the setting at any one time. The group is open five days a week from 08.00 to 18.00 during Easter and Summer school holidays.

There are currently 36 children attending who are within the Early Years Foundation Stage (EYFS) years. They live in the local and surrounding areas.

The setting also offers care to children aged over five years to 14 years. This provision is registered by Ofsted on the compulsory and voluntary childcare registers.

There are two members of staff working with the children within the EYFS age group and a further nine working with older children. Both of the staff are qualified teachers.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's individual needs are recognised and staff endeavour to meet them effectively. Every child is treated with respect and encouraged to participate in all activities. Children are appropriately supported through the setting's policies and the staff's practices. Children are provided with an active programme which enables them to make progress in all six areas of learning. There is not currently a systematic approach to making observations about children's progress in place. Children are safe and settled within the provision as staff are aware of their welfare needs and meet them confidently. Staff have a good relationship with parents and liaise with them about any other agencies involved in the children's lives. All other links are developed through the company's head office. An effective process of collating feedback from staff, the site manager, parents and children, enables the company to recognise and implement changes to improvements for future schemes.

What steps need to be taken to improve provision further?

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

- develop the use of observation and assessment to identify children's next steps in learning
- ensure written parental permission to seek emergency medical treatment is available on site at all times.

The leadership and management of the early years provision

The scheme is run by a large company who have over sixty other sites operating holiday schemes for children. The schemes operate during the summer holidays and some Easter holidays. There is a clear management structure in place, with most of the administrative duties being carried out by staff at a head office. Each scheme has a site manager, who oversees the provision, ensuring that staff follow the company procedures and implement them effectively. Children within the Early Years Foundation Stage are cared for by one of two qualified teachers. The setting has a clear induction programme at the beginning of the scheme and holds regular appraisal meetings with staff, half way through the scheme and also at the end. At the end of each scheme the site manager provides the head office with a report, detailing what has gone well and what needs improving. This is used as part of the company's self evaluation process. Parents and children are also asked to provide feedback on their views of the scheme which are considered for the following year.

Children are appropriately safeguarded as staff demonstrate sound knowledge about their responsibilities with regards to protecting children. They follow the company's clear written procedures. All staff are appropriately vetted and confirmation of their checks is held on site. Staff ensure that the environment is safe and secure by carrying out daily safety checks each morning before the children arrive. Any activities which have safety implications are risk assessed and if staff are at all unsure about the suitability they are swapped until further safety checks have been carried out. There is a caretaker on site at all times, who deals with any maintenance issues identified.

Appropriate records and documentation is available for inspection and shared effectively with relevant parents. At present, however, the setting does not have written parental permission to seek emergency medical treatment on site. This information is included on registration forms held at the head office.

The quality and standards of the early years provision

Children's welfare needs are well-met through the setting's clear policies and practices. They learn and develop through the well-planned activities on offer to them throughout each day. Children thoroughly enjoy being active and physical when they participate in a wide range of activities which enable them to play both indoors and outdoors. For example, they have fun learning football skills, participating in a swimming session and making use of a water slide. Children develop a good sense of well-being as they talk confidently about practices which keep them healthy, such as washing their hands after they have used the toilet and before meals. Children sit together at lunch time chatting calmly about their day and their interests. They enjoy a packed meal provided for them by their parents and remember to save two items from their lunch box for mid session snacks. Water fountains and jugs of water provided indoors ensure that the children are well-hydrated and staff programme times into their activities to remind children to take a drink. Children are aware of safety and how to remain safe within the setting. They hold hands when going for a walk around the extensive

grounds and always wait for instructions from a member of staff before crossing the quiet roads on site.

Children within the early years age group play and learn in a section of the school which is separate from the older children attending. This provides a safe, self-contained environment with integral toilets and rest facilities. Children have free access to a secure outdoor play area, as well as supervised access to the extensive grounds within the school. Children safely self-select toys and resources during the free play sessions which are presented within their reach.

Children enjoy their time at the holiday scheme, with many returning every time the scheme operates. Children are valued and their ideas and suggestions taken on board. For example, children enjoy dressing up in masks and hats so staff ensure that there is a range available for them during their free play sessions. Parents are provided with clear information about the daily programme and what their children will be doing. They understand that some activities are alternated or swapped if the weather is bad, for example, the water slide is not used unless it is warm and sunny. Children receive lots of praise and encouragement which help to develop their self-confidence, for example, even those who are not confident with 'dribbling' a ball during football skills training are told how well they are doing. The setting operates to an inclusive policy which is open and accessible to all. The premises are organised on one level, making it accessible for wheelchair users. Staff adapt activities and re-arrange the programme if caring for children for whom the planning is not appropriate. The setting is one of a large chain of holiday schemes operating around the country. Links with other agencies and organisations is dealt with on a national level, staff said that their only links with other settings working within the Early Years Foundation Stage is through discussions with parents.

Children are actively engaged in games and activities which enable them to explore all six areas of learning. For example, they are provided with drawing and writing materials at all times. They have opportunities to sit quietly and look at books. They participate in lively discussions, especially at meal times when they are sitting together. Children enjoy being creative as they access a range of materials within the craft room. They use clay to make models and to explore the texture. Children become actively involved in exploring nature and the world around them when they go for treasure or nature hunts. They enthusiastically collect items of a particular colour and use their treasure to make collages later in the day. Staff plan a very busy and active programme of activities throughout the day, whilst ensuring that there is time for children to rest and make free choices over their play. At present staff are making some very basic observations of the children's progress and making a mental note of activities which they could include to help children move onto the next step.

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?	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?	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