

# Super Camps Ltd @ King Edward's School

Inspection report for early years provision

---

<b>Unique reference number</b>	EY287472
<b>Inspection date</b>	11/08/2009
<b>Inspector</b>	Barbara Walters
<b>Setting address</b>	King Edwards School, North Road, Bath, Avon, BA2 6HU
<b>Telephone number</b>	01235 832222
<b>Email</b>	info@supercamps.co.uk
<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).

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

Supercamps is a private company limited by guarantee which provides activity based holiday play schemes for children aged between four and 13 years. Activities are predominantly outdoor, including most major sports and indoor relaxation is also provided along with art and craft. Some activities are provided in conjunction with partner agencies including The Football Association, Rugby Football Union, British Judo and Stagecraft. Each of the 28 camps which operate across the country are staffed by a Site Manager, Assistant Site manager and Activity Instructors. The Site Manager has administrative support from the administrative headquarters in Oxon. Children are settled into age appropriate groups within each camp. The setting is registered on the voluntary part of the Childcare Register.

The setting is registered to provide care for a maximum of 80 children from three years to the end of the early years age group at any one time (Early Years Register) and there are currently 16 children attending in the early years age range, although this may change on a daily basis. The camp opens five days a week during the school term times, from 08.00 to 18.00. The group employs a manager who has gained a BSc in Secondary Education and staff who work with the children hold a suitable childcare qualification.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children's welfare is fully promoted as the staff take measures to keep children safe and healthy. The management team have a commitment to continuous improvement. Formal and informal systems are in place to effectively monitor and evaluate all areas of the provision to enhance children's experiences. Children with English as an additional language are well supported so they are not disadvantaged and all children benefit from the positive relationships they develop with the staff and each other.

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

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

- develop learning plans with each child based on information gained from talking to them, their parents and by observing the child
- link the indoor and outdoor environments so children can move freely between them and experience a range of resources and play opportunities

## The leadership and management of the early years provision

Good communication channels have been established with parents. An informative notice board at the entrance of the setting and the group's web site provides parents of general details about the holiday play scheme. Further information about the Early Years Foundation Stage framework and how it is used in the daily

running of children's activities is displayed in the starter crew classroom. Daily discussion between parents and the children's key person regarding children's activities and routines ensure that children feel secure. The group maintains clear records so that they have appropriate information to enable them to meet children's needs. For example, the children's key person holds information on children's special requirements and discusses children's routines with the parents to ensure that their needs are met. Children's welfare is fully promoted as the group has a thorough understanding of safeguarding children. Effective recruitment procedures are in place to ensure staff are suitable and the specific site training course ensure that staff fully understand their role in looking after children and promoting their welfare. For example, all staff have child protection training and have good knowledge and understanding of the setting's policies and procedures.

The manager of the group has built effective self-evaluation into the daily routines. Systems are positive and involve staff reviewing their practice and sharing information during the weekly staff meetings. Assessment of their practice is accurate and they continually strive for improvements, bringing about changes throughout the summer holidays. For example, the lunch period was improved to ensure that children had the time and were encouraged to eat their food. The manager submits a report at the end of each season so that the owners are able to monitor and review their practice from all settings and make changes. Recommendations made following the last inspection have been fully met and have had a positive impact on outcomes for children. For example, the setting has developed a free time programme to allow children to initiative their own play.

Children play safely in a secure environment which is free from hazards. Indoor space is used to maximise play opportunities for children. Time-tabled use of different areas of the school, such as the craft room and indoor hall, ensure that children can move around freely and participate in different play opportunities. However, the outdoor area is not fully utilised so that children can experience a full range of indoor or outdoor play.

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

Children make steady progress in their learning and development as they enjoy a good range of play activities which encourage their progress. For example, children explore the sound of the musical instruments and their thinking is developed by staff, who pose questions to how they can create and change sounds. Children have great fun taking it in turns conducting their friends to shake their instruments loud and then quieter and quiet. Children clearly enjoy story time, listening to the story and joining in with familiar phrases, further developing effective communication skills. Staff observe the children as they play and encourage them in their progress. Although staff support children, they make limited observations of where they are in their individual learning and development. Parents share essential information about the children when they first attend but these are not detailed enough to be used to develop planning for individual children's learning. Consequently, staff are not secure in their knowledge of individual children's progress and are unable to fully promote their learning and development

effectively.

Staff are consistent in their approach to behaviour management and manage children's behaviour calmly and patiently. Children respond well to any guidance and praise and play well together. They learn to share and take turns while playing group games and beam with pride when they have gained points for their team for being the super star of the day. Staff help children to understand how they can keep themselves safe by offering explanations of to why they should not stand by the stairs and finding a buddy and holding hands when walking along the corridor. Thorough risk assessments of the premises and activities that the children undertake, ensure the risk of children having an accident is minimised.

## 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

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](http://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