

Super Camps @ Westbrook Hay School

Inspection report for early years provision

Unique reference number EY247922
Inspection date 11/08/2009
Inspector Sheila Harrison

Setting address Westbrook Hay Preparatory School, London Road, Hemel Hempstead, Hertfordshire, HP1 2RF
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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 Westbrook Hay is a multi activity holiday playscheme which is managed by Super Camps Activity Holidays. The playscheme takes place at Westbrook Hay Independent School, is situated between Hemel Hempstead and Berkhamsted, and is set in 30 acres of grounds. The company is based in Abingdon, Oxfordshire and run 65 holiday playschemes across the country. It operates during the Easter and Summer holidays from 08:00 to 18:00. The facilities used consist of playing fields, a sports hall, a school hall, classrooms, tennis courts and toilets. Swimming facilities are available during the summer holidays only.

This provision is registered on the Early Years Register and on the voluntary part of the Childcare Register as an activity based provision. There are 36 places for children in the Early Years Foundation Stage (EYFS). There are 40 children on roll in the early years age range with varying attendance patterns. The setting also offers places for children aged between five and 14 years. Children occupying these places share the same facilities as the children in the early years age range.

The setting is willing to support children with learning difficulties and/or disabilities and those with English as an additional language. The company currently employs two staff to work with children in the early years age range as not all places are filled. The manager holds an appropriate early years qualification.

Overall effectiveness of the early years provision

Overall the setting is satisfactory. Children are enjoying their time in the setting and are actively engaged in their play. The setting promotes an inclusive environment where staff respond to the individual needs of the children. Mostly systems ensure children are making suitable progress in their learning and development. Children benefit from a worthwhile partnership with parents. Reliable arrangements are made to ensure the health and safety of the children and generally the arrangements for safeguarding children are suitable. The company and staff are establishing suitable plans for further improvement. Most records and procedures are up-to date to support children's welfare although the recording of the recruitment systems is not fully secure.

What steps need to be taken to improve provision further?

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

- enhance the information from the parents and observations staff make to help them plan appropriate play and learning experiences and match to the expectations of the early learning goals

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that adults looking after children, or having
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unsupervised access to them, are suitable to do so and keep records to demonstrate to Ofsted that the checks have been done, including the number and date of issue of the enhanced CRB Disclosure. (Suitable people)

- ensure all practitioners have a clear understanding of their roles and responsibilities with particular regard to staff's understanding of procedures to be followed in the event of an allegation being made against a member of staff.

28/09/2009

The leadership and management of the early years provision

Staff are suitably qualified and demonstrate a high level of commitment to promoting children's welfare. They are well deployed to ensure children are fully occupied and endeavour to create a supportive and harmonious environment in which children feel secure. The setting works well in partnership with parents to meet children's needs. There are suitable levels of engagement with each child and their family although information from parents on the children's starting points are gathered inconsistently potentially leading to challenges not being suitable for the each individual child's stage of development. Parents report they receive useful information of what to bring for their child and the activities their children enjoy. Parents are informed of the policies and working procedures of the setting with information on the website and a helpful notice board. Staff regularly supply information verbally when the children are collected. There are adequate strategies to support individual needs including systems to support children with learning difficulties and/or disabilities as parents are encouraged to pass on information from other professionals working with the children.

Arrangements for safeguarding children are suitable, regularly reviewed, carefully managed, and mostly understood by those who work with the children. Effective procedures are in place for identifying any child at risk of harm and liaising with the appropriate child protection agencies. However, staff have limited understanding of what would happen in the event of an allegation made against them. The environment in which children are cared for is safe and supportive. Risk assessments and daily checks are suitably carried out according to company procedures. Comprehensive procedures are undertaken to ensure children are safe in the swimming pool. Children are taught to be safety conscious. They know the emergency evacuation procedures and are gently reminded to walk around the site.

The self-evaluation process is generally undertaken by senior managers from the company head office and is a standard format for most of the settings. Information from parents and staff, in the form of questionnaires at the end of the scheme, is used to inform this process. This mainly identifies areas to improve aspects of the provision effectively. The records required to meet all children's needs are maintained. However, some information relating to the suitability of staff is not

available for inspection and some recruitment processes to ensure checks are made in a timely fashion are not fully effective and therefore the company cannot guarantee children are fully protected.

The quality and standards of the early years provision

Each individual child is highly valued. They receive a warm welcome from staff as they arrive and receive meaningful praise and encouragement fostering their self-esteem. Staff encourage children to join in, make friends and respect each other. Children play cooperative and competitive team games. They support their team, learn the rules of the game, to take turns and not to cheat.

Staff observe the children's current stage of development and generally use this information to move the children to the next steps in their learning. For example, staff support children to recognise and write numerals. However, staff are not yet secure in their use of the Early Years Foundation Stage (EYFS) when assessing and planning activities for children. This potential limits children's opportunities to progress in their learning.

Children have many useful chances to undertake and feel the benefits of being physically active both inside and outside with games such as 'dodge ball' and 'what's the time Mr Wolf'. Children are learning new skills such as forward rolls and the staff are pleased to report some children have started to swim. They are developing healthy habits with suitable hygiene routines. Children bring a packed lunch and staff ensure food is not swapped and dietary requirements are followed. Children have frequent breaks for a drink and squash is usually available at all assembly points on the premises.

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