

# Erith Leisure Centre

Inspection report for early years provision

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**Unique reference number**

115396

**Inspection date**

18/02/2010

**Inspector**

Sarer Marcia Tarling

**Setting address**

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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.

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## **Description of the setting**

Camp Adventure is the brand name of Parkwood Leisure children's holiday play scheme and was registered in 2005. It is located within Erith Sports Centre in the London borough of Bexley.

The provision operates each weekday during school holidays between the hours of 8.00am and 5.00pm. Children have the use of various rooms and areas within the centre including the swimming pool, soft play area and main sports hall. Meals are generally taken in the function room and children use the outside athletics track, football field and also visit a nearby play park on a regular basis.

Camp Adventure is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The out of school club can accommodate up to 48 children from five to under eight years at any one. It also provides care for children from eight to 11 years and so organises its numbers by generally aiming to have 24 under eights and 24 over eights. Currently there is only one child on roll in the early years age group.

Six staff are employed to work directly with children, working shifts to ensure ratios are maintained. Three staff were present during the inspection. Staff hold an appropriate childcare, activity leadership or coaching qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and enjoy a varied programme of activities which effectively meet their needs and wishes. Practitioners are skilled at creating a fun and inclusive environment, enabling younger and older children to participate well together in small and whole group games. Since the last inspection there has been a change of nominated individual and they have made strides in developing their knowledge and understanding of delivering the specific learning and development requirements of the Early Years Foundation Stage. The strong team-work and practitioners continually evaluating and discussing how improvements can be made to the service, help to ensure children are making good progress in their learning and development, within the context of this sport-orientated provision.

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

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

- continue to develop all staff's knowledge and understanding of the Early Years Foundation Stage so that they have a clear understanding of their roles and responsibilities. For example, providers should use training made available by the local authority
- further develop the two-way flow of information, knowledge and expertise

both with parents and with other early years settings the children attend, to help support and plan for the next steps in children's learning and development

- further develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children.

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

Children are safeguarded in the setting because recruitment procedures ensure practitioners working with children are suitably qualified and vetted. They are aware of what to look out for, who to report to and how to record and refer their concerns if they are worried about the welfare of a child. Practitioners are vigilant, safety checks are conducted daily and a record is kept of all risk assessments, including use of the nearby play park. Children are well supervised and involved in frequent head counts as they move from one area to another. Practitioners ensure safety rules are clearly explained for use of equipment such as trampolines and during swimming activities.

Camp Adventure is effectively managed because the coordinator is efficient and well organised. Guided by the actions agreed at the last inspection, she has been working effectively to bring about good outcomes for children. For example, by continuing to develop her awareness and understanding of the learning and development requirements and supporting practitioners in gaining an understanding of the Early Years Foundation Stage and the implementation of the new observation and assessment system. A key person is now responsible for each child in the early years age group; helping them to feel settled and secure, supporting their welfare and ensuring their individual learning and development needs are planned for.

Group and team games provide good opportunities for children of different abilities to work together, with more able children supporting those who are younger and less experienced in the group. Practitioners ensure activities are suitably challenging and introduce topics which promote discussion about how others live. Themed art and craft activities encourage children to learn about and appreciate differences. During the quieter lunch times children are encouraged to talk about things that are important to them such as their families and things they enjoy doing at school or at home.

Relationships with parents and carers are friendly, promoting effective partnerships. Parents receive an information pack containing clear information about the service and policy and procedure statements are displayed on the notice board. News is shared informally at the end of each session about children's general disposition and behaviour. A copy of the practitioners observations are routinely shared with parents. Those who have completed one of the leisure centre's customer comments cards, say they are very satisfied with the service. However, developing partnerships with others involved in the children's care is proving difficult as schools have been slow in responding to Camp Adventures

attempt at making contact.

Practitioners have begun to work together to evaluate the setting and assess what they are doing well and what they feel they need to improve upon. Children are involved in group feedback and their parents help to evaluate the setting by responding to questionnaires provided by the staff. As a result, the setting is responsive to its users and it ensures that everyone has an active voice in how the setting works. The setting has successfully addressed the actions and recommendations set at the previous inspection and as a result is now able to deliver the Early Years Foundation Stage in a way that is complementary to the education and care provided in the other settings children attend.

## **The quality and standards of the early years provision and outcomes for children**

By allocating each child in the early years age group a 'key person', parents have a point of contact to discuss their child's individual needs, share their skills, interests and general starting points. Planning shows clearly how activities link to all six areas of learning and practitioners are observing children's participation and recording their achievements. Children are consulted at the end of each session as to what they particularly enjoyed and what they would like changed for next time. Observation records are shared with parents and they are beginning to contribute to planning their child's next steps as they are asked if there is anything in particular they would like their child to be supported with in order to help them develop.

Children are happy and enthusiastically take part in the organised activities and team games in the sports hall and outside in the fresh air. These include; relay races, 'catch and tug', obstacle courses, bench ball and parachute games. In addition to qualifications in childcare, some of the practitioners are experienced and qualified in activity leadership, coaching and as pool lifeguards. As a result, children are able to learn the rules and acquire new skills by taking part in a wide range of sporting activities, such as; cricket, badminton, swimming, basket ball, tennis, athletics and football. Children talk eagerly about their favourite activities, which currently include the soft play area and swimming. Children have time to organise their own games and are careful to ensure all are included. They amuse each other with impromptu robot dancing and sing along to music on the iPod. Alternative activities, such as arts, crafts and giant connect four, are planned for those children not wanting to participate in a particular physical activity.

Practitioners are experienced and skilled. They remain calm, are very patient and easily gain children's attention. Rules are discussed and agreed at the beginning of each session so children have a clear understanding of the expectations of their behaviour. Children show concern for others feelings, supporting someone who may become a little upset if out of a game. Practitioners interact extremely well with children, they have a sense of fun and have formed close relationships with them which helps children to feel secure and develop a sense of belonging. Practitioners ensure all children are included equally by encouraging them, identifying their individual strengths, challenging them and offering lots of praise

as they take part in activities. Children show how pleased they are with themselves as they excitedly 'high five' each other and practitioners. As a result, children play well together and gain confidence as they acquire new skills.

Children are learning how to keep themselves safe. For example, they are very confident of what to do in the event of an emergency as evacuation procedures are clearly explained and routinely practised. Children are able to explain the rules of games and why safety equipment is important. They are learning to take responsibility for the safety of others as they 'spot' for each other on the trampoline.

Children are learning about healthy lifestyles as practitioners explain the benefits of exercise and eating a balanced diet. Parents are advised to provide children with healthy packed lunches or practitioners encourage the children to select from the healthier options on the leisure centre menu. Jugs of fresh water and juice are available at all times and children are able to help themselves when they are thirsty as practitioners explain the importance of remaining hydrated. Lunch time is a sociable occasion with children sitting in small groups chatting and laughing with each other. Children say they particularly enjoy the cooking activities, munching on the pizzas, chicken wraps and iced biscuits they have made.

Good hygiene routines are in place which help protect children from illness and infection. For example, a written policy is displayed reminding parents that children with infectious illnesses cannot attend the setting. Practitioners ensure all areas and equipment children use are clean and that toilet areas are monitored to ensure they remain hygienic. Children use the bathroom independently, taking particular care to wash and dry their hands before they eat. First aid qualifications are up-to-date and so practitioners are able to deal with any minor medical emergencies that may occur. Prior consent is obtained from parents for seeking emergency medical treatment and all accidents are recorded. Children with asthma are monitored closely, they carry their own inhaler and self-administer, or parents make arrangements for a responsible adult to come and administer medication. As a result of these measures, children's welfare is well promoted.

## 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*

### The overall effectiveness of the early years provision

|  |   |
|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

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

|  |   |
|--|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 3 |
| The effectiveness with which the setting deploys resources   | 2 |
| The effectiveness with which the setting promotes equality and diversity                             | 2 |
| The effectiveness of safeguarding  | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships  | 3 |
| The effectiveness of the setting's engagement with parents and carers                                | 2 |

### The quality of the provision in the Early Years Foundation Stage

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

|  |   |
|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 2 |
| The extent to which children achieve and enjoy their learning    | 2 |
| The extent to which children feel safe                           | 2 |
| The extent to which children adopt healthy lifestyles            | 2 |
| The extent to which children make a positive contribution        | 2 |
| The extent to which children develop skills for the future       | 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 |
|---|-----|

|  |     |
|--|-----|
| The provider confirms that the requirements of the voluntary part of the Childcare Register are: | Met |
|--|-----|