

Super Camps at Heath Mount School

Inspection report for early years provision

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Inspector Lynne Kathleen Talbot

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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

Super Camps at Heath Mount School was registered in 2009. It is one of many provisions owned by Super Camps Ltd. It operates from Heath Mount School, in a village close to Hertford. The holiday play scheme is registered on the Early Years Register and voluntary part of the Childcare Register.

The provision is registered to care for a maximum of 36 children within the early years age range at any one time. The provision predominately accepts children from four years of age and is also open to children up the age of 14 years. Activities provided for older children are sport and arts related. The provision has an appropriately qualified staff team.

Children have access to the Pre-Prep building, sports hall, Astroturf courts and indoor/outdoor swimming pool. There are extensive grounds and a dedicated outdoor area outside the Pre-Prep building. The play scheme opens five days a week during the school holidays from 8.00am until 6.00pm.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff create a very welcoming environment, using robust safeguarding procedures and good welfare routines, ensuring that they have a good knowledge of each child's needs and that every child is fully included. Planning procedures for the Early Years Foundation Stage, within the holiday play scheme, shows some inventive ideas; active sports and other activities are designed to ensure that children make good progress in their overall development. Firm links with parents and carers involve them in the day-to-day organisation of care for children helping them to thrive. Partnership working is fully planned to work with other persons involved in the overall care of children attending. Systems to continue evaluating the provision and aiming towards high quality care for children are well-developed continuing to prioritise visions for the future.

What steps need to be taken to improve provision further?

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

- update the setting's procedures and information to parents to ensure that these reflect current guidance, detail and legislation; this refers to the details for contacting Ofsted and complaints
- promote positive attitudes to diversity through activities that encourage children to talk about similarities and differences, wherever possible and practical help children to learn to value aspects of their own and other peoples' lives; this refers to culture, ethnicity, language, opportunities to explore different methods of communication, and an appreciation of specific or physical needs

- consider further opportunities for children to understand that they can expect others to treat their needs, views, cultures or beliefs with respect; this refers to opportunities to be involved in planning, reviewing activities and offering suggestions for future plans.

The effectiveness of leadership and management of the early years provision

Robust safeguarding procedures ensure that children are protected and their welfare is assured at all times. For example, policies and procedures receive regular review, training related to safeguarding is updated before the start of each play scheme, and there are clearly outlined procedures to ensure that staff are suitable to work with children including undertaking the appropriate checks. A supportive management group seek and introduce regular training for staff, before the play scheme begins, ensuring that each person is suitably qualified to lead the different age groups and sports activities for which they have responsibility. Comprehensive risk assessments and daily checks ensure that children's safety is promoted. Good daily practice and ongoing explanations from staff enable children to gain a thorough knowledge of personal safety. For example, during discussions at the beginning of each day children review the fire evacuation procedures and are reminded about listening to safety instructions before beginning any sports-based activity.

The manager and staff demonstrate good enthusiasm for their work and, through their attitudes, encourage children to participate in new activities. This creates a positive atmosphere where children are happy, have fun and develop a positive attitude towards new learning. Thorough self-evaluation procedures by the management group, using feedback from the manager and staff on site, as well as feedback from parents and users of the service, are in place. This ensures that they continue to have a committed and positive vision for future development reflecting on strengths and identifying continued areas for improvement. The manager and staff are well-trained and demonstrate a good understanding of anti-discriminatory practice. They work hard to ensure that they understand children's individual needs so that they can fully support them. A base area for children within the early years age range helps them to settle in quickly whilst dedicated staff ensure that they share daily observations, recorded as they occur, with parents to feedback events that have occurred. Whilst methods are planned in detail to ensure that children with specific needs are fully supported when attending, there are only limited methods employed, as yet, to broaden all children's awareness of the wider society in which they live. The environment in which the various activities take place is extensive set within extremely attractive grounds and offering several different areas both indoors and outdoors. The environment is conducive to learning with resources used extremely well to support children's learning and development.

The provision maintains good partnerships with parents and carers, ensuring that children's care is consistent and they are offered good support. An informative website, feedback book, and details of how to feedback to the head office management team, together with daily contact with staff mean that parents are

well-informed. Parents are informed of the provisions policies and procedures. However, inaccuracies in the information regarding raising complaints to Ofsted could lead to misunderstandings with parents. The provision is well-informed on procedures for working with other agencies and professionals where required and implements these as necessary.

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

Children are offered a well-planned and enjoyable holiday play scheme because there are detailed planning procedures which are underpinned by a good understanding of the Early Years Foundation Stage. Activities are well-balanced to include opportunities to promote children's overall learning and development. Staff ensure that the environment is secure and welcoming. The base area is set-up with crafts, number games, books, role play including masks, information for parents and several display boards showing previous activities. This means that children feel confident and secure enabling them to play a full part in their own play and activities. An emphasis is given to sports-based, active learning experiences but, with the good range of additional activities, children gain very good skills for the future. For example, children have free access to a broad range of creative materials which they explore making, for example, crocodiles using paper fasteners to join the jaws, and bridges using paper and various sticking materials. They develop critical thinking as they discuss how to link the pieces together, how much weight the bridge may hold, and how robust it may be. Children eagerly take part in origami sessions where they listen intently and learn to follow instruction to create an end product.

A consistent approach towards behaviour management enables children to feel secure and develop personal awareness. Strategies to support a positive self-awareness work very well. For instance, children gain a very good sense of working within a team as they earn reward points for their team colours throughout the day. They enjoy receiving an award of the 'Superstar of the day' understanding that a positive attitude is equally as important as winning an event to gain such recognition. These methods help children to bond and, when working in teams during games of skill, help each other, co-operate and cheer each other on. They are clearly learning valuable skills for the future. Children take part in raising money for children who are less advantaged through the 'Super Soak a Staff Member' scheme. This scheme supports the South African charity - One Life Camps. During such events they are given some opportunities to broaden their awareness of the world around them. Children take part in sessions called 'MIND games' where they carry out tasks such as sorting themselves into a line according to height or according to the initial letter of their names without speaking. Art projects, where children decorate boards with 'all about me' sheets and display their names on 'who is here today?' boards continue to foster their awareness and understanding of each other.

Staff make good use of children's enthusiasm for new activities introducing, for example, clay modelling, face painting, story art, parachute games, target golf, mini Olympics or scavenger hunts. Story art allows children the opportunity to

listen to stories before designing a cover for the book, discussing the title, author and illustrator extending their literacy awareness. Staff are skilled at adapting activities to attract and maintain the attention of both boys and girls allowing each to become fully involved in all activities. Children gain a good awareness of the relevance of health practices. For example, excellent information shared and displayed with parents and carers encourages them to provide healthy snacks and lunches. Children have ongoing explanations about the relevance of healthy eating and engage in lengthy discussions with staff about why they should not share food becoming aware of the potential allergies of others. Children explore the different food groups in their lunch boxes talking about why some fats and sugars are needed in the diet. They reflect on resting heart rates and compare this to heart rhythms when they are active learning about the effect of exercise on their bodies. The range and type of activities and the committed approach towards care for the children, from the management team to the on-site team, ensures that children receive very positive experiences and make good developments in their overall learning.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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 voluntary part of the Childcare Register are:

Met