

Super Camps at Akeley Wood School

Inspection report for early years provision

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Inspector Anne Archer

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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 Akeley Wood School was registered in 2008. It is part of a chain of holiday care camps operating throughout the country run by Super Camps Limited. This camp operates from Akeley Wood Junior School in Wicken, Milton Keynes. Rooms used within the main school building are the dining room on the ground floor and two art rooms on the first floor and associated facilities. The detached sports hall, tennis courts and field are also used.

The camp is open during some school holidays from 9.30am to 4.30pm. There is an option for children to attend from 8.00am to 6.00pm if parents wish.

The camp is registered on the Early Years Register for a maximum of 40 children from the age of four years to the end of the early years age group at any one time. There are currently eight children on roll in the early years age group.

The camp is also registered on the voluntary part of the Childcare Register. Older children may be in attendance in a separate group involved in up to two sports related activities only.

There is a site manager and two members of staff with suitable qualifications and/or experience. Other staff are available to cover for absences or when numbers increase.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children generally settle quickly and keenly join in with the planned activities although opportunities for free choice play are limited. Children's welfare and learning and development needs are reasonably well promoted as the site manager consults with parents about their child's individual needs and interests and then makes arrangements for these to be met. Safeguarding systems operated within the camp are satisfactory although the early years policies and procedures available for parents to read on site do not reflect good practice in all situations. Partnerships with parents are professional and valued and staff work hard getting to know the children enabling them to cater for children's individual needs appropriately. Systems to evaluate and reflect on practice are in place within the setting to support continually improving practice.

What steps need to be taken to improve provision further?

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

- ensure the child collection procedure available to parents in the setting clearly states that children in the early years age group must only be released into the care of individuals named by the parent

- develop further the system used to find out about children's interests prior to and during their attendance and use this information to influence the range of activities provided to meet the needs of individual children.

The effectiveness of leadership and management of the early years provision

Children's welfare is secure as a result of the procedures implemented on site by the manager and staff. They have a sound understanding of their responsibilities in relation to child protection and work hard to keep children safe. Corporate policies and procedures are adapted to suit local needs and staff understand their roles in keeping children safe. Recruitment and induction processes are suitable to ensure that staff are adequately qualified and experienced. A secure system is practised on site in relation to the collection of children by appropriate adults although the written procedure available for parents to read is less secure for children in the early years age group. Attendance registers accurately record children's arrival and departure times and children are supervised at all times.

Risk assessments are conducted on all areas and equipment used by the children and daily checks are carried out to ensure these remain up to date. The site manager liaises with school staff and contractors to ensure the areas the children will be using that day are safe for them to do so. Staff support children in their learning to keep themselves safe by, for instance, teaching them how to use equipment properly and advising them to hold on to the hand rail as they walk up and down the stairs. Staff promote children's health satisfactorily and clear procedures are in place to prevent the spread of infection and care for children if they become unwell.

The effectiveness with which the setting promotes equality and diversity is satisfactory. Children learn through discussion during activities about similarities and differences within the group, about taking turns and sharing. Differentiation is used to ensure that all children are able to take part in activities and staff keep a close eye on the younger, less mature children to ensure they are taking a full part in the day camp experience. Positive behaviour management strategies are implemented to ensure children's well-being is secure.

The effectiveness of the setting's engagement with parents and carers is satisfactory. Relationships are positive enabling the manager to seek out information about children's individual needs and interests. Parents and carers are encouraged to share their comments with site staff and with head office through the website or by telephone. Staff feedback to parents each day about what their child has been doing and how they have been. Partnerships with other providers of the Early Years Foundation Stage are limited due to the nature of the facility although the site manager is sometimes able to talk to teaching staff at the school where the camp is based and a high proportion of the children attending camp are pupils at the school.

The premises used by the camp are suitable for childcare purposes. Children at this year's camp have access to a sports hall, two classrooms and a large outdoor

area which they use in rotation. Equipment and resources are appropriate enabling children to take part in a range of planned sports and art and craft activities although the range of toys and games available for the younger children during the free choice play sessions at the beginning and end of the day and at lunch time is limited and may not always reflect their interests.

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

Most children quickly settle and adapt to the routines of the day camp. Those younger children who are a bit unsure are reassured by staff who also keep a close eye on them during the day ensuring they take part and enjoy the experience. Those children in the early years age group who arrive early or stay later, have a section of the sports hall in which to choose free play activities at the beginning and end of the day. They then have a base room from which they access the planned activities of the day. These are mainly art and craft and sports related activities and due to the wet weather, children spent more time indoors than usual although this did not appear to spoil their enjoyment of the day. Children had fun drawing self-portraits on paper plates and much discussion was generated about skin, hair and eye colour. Guessing which item had been removed from the table while their eyes were closed caused lots of playful argument and parachute games, such as, Sharks, in the sports hall, were a highlight.

Children soon pick up and follow the health and safety rules which staff repeat to them throughout the day. Posters in the cloakrooms remind children to wash their hands after using the toilet and staff ensure they have clean hands before snack and lunch times. Children sit in their groups at meal times and talk about what they have been doing or are going to do next. They eat well and are often reminded by staff to save something for later because unlike when they are at school, they have an afternoon meal break. Staff ensure that children take regular drinks so they do not become dehydrated. They have beakers of water or juice available for those children who may not have brought enough.

Staff support children by offering lots of encouragement and praise which builds their confidence and self-esteem. Children are generally well behaved although when necessary staff use appropriate strategies to encourage children to rethink their patterns of behaviour. Children show awareness of camp rules, such as, lining up before leaving a room and not running in corridors, although staff remind them regularly so that any new children soon become familiar with them.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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