

# Churchill Summer Camps

Inspection report for early years provision

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**Unique reference number** EY391886  
**Inspection date** 29/03/2010  
**Inspector** Sandra Hornsby

**Setting address** Peterborough High School, Westwood House, Thorpe  
Road, PETERBOROUGH, PE3 6JF

**Telephone number** 01733 355 720

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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

Churchill Summer Camps have been operating for more than 20 years. The camp at Peterborough High School has been in operation for 11 years, and re registered under new ownership in 2009.

It is registered on the Early Years Register and also on the compulsory part of the Childcare Register. It is one of two holiday play schemes run by private providers.

It operates from various class rooms, sports halls and also has use of the outside grounds of the School.

A maximum of 64 children under the age of eight may attend the scheme at any one time. There are currently 48 children on roll aged four to 14, seven of which are in the early years age range. The scheme operates during the Easter holidays and for three weeks during the summer holiday period. They open between the core hours of 09.30 to 16.30, but offer extended care between 08.00 to 18.00. to offer parents early and late care.

Children are mainly from the local and surrounding areas. A wide range of activities are offered within the school and grounds and a small number of additional activities are organised offsite. The scheme supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The camp manager holds a teaching qualification and there are a number of staff with experience in child care and skills for children aged under eight years. There are currently approximately 20 members of staff who the provision can use at their holiday play scheme, of which three have teaching qualifications. The setting receives support from the Out of School Development Team from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff at the holiday play scheme make sure they recognise children's individuality and meet their needs. Children have a good time and enjoy the good variety of activities and resources that are made available to them. Children's welfare is promoted, the environment is safe and staff know how to protect children from abuse and neglect. However, the safeguarding policy does not reflect the Local Safeguarding Children Board procedures. Effective partnerships with parents mean regular exchange of information keeps parents and staff up-to-date with the children's needs. Parents have opportunities to feedback comments and make suggestions, these are welcomed by the provider. The self-evaluation process involves staff and identifies strengths of the provision that help children to have a good time. However, the provider has overlooked the requirement to ensure staff have the relevant qualifications to meet the Early Years Foundation Stage. The provider is keen to improve the quality of care and has a commitment, to the children who use the service, to protect them and promote their welfare.

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

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

- make sure that all supervisors and managers hold a full and relevant level 3 qualification (as defined by the Children's Workforce Development Council (CWDC) and ensure half of all other staff hold a full and relevant level 2 qualification (as defined by CWDC). (Suitable people) 24/07/2010

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

- ensure safeguarding policies are in line with LSCB local guidance and procedures
- improve the record of risk assessments to include areas in which risks have been identified.

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

Children are safeguarded adequately. Staff are aware of their duty and responsibility to protect children from abuse and neglect, and the sharing of this information is part of their initial induction. The manager/proprietor is the designated member of staff responsible for safeguarding and staff are aware of his duties. However, the policy and procedure does not include the current Local Safeguarding Children Board procedures and refers to the area child protection committee. The setting identifies dangers and takes steps to eliminate risks. High risk activities, such as swimming and the use of quad bikes, have been thoroughly assessed and good quality written documents are in place to ensure steps are taken to keep children safe. However, not all written risk assessments clearly risk assess the environment children play in, although staff are fully aware of the hazards and dangers of the school environment and make sure children are safe at all times and well-supervised. Records, policies and procedures are kept, including personal information and emergency details of children and staff. A daily attendance is also recorded. Children are treated with respect and fairness. All children have opportunities to participate in the exciting range of activities and have the support they need to achieve. Early Years Foundation Stage children have key people and they are fully aware of their individual needs. They have systems ready to receive children with additional needs to enable them to take part in the provision. This may include staff training or having a one-to-one staff/child ratio. They make every effort to enable all children to have a positive experience.

Recruitment procedures ensure staff are suitably checked to work with children, including having enhanced Criminal Record Bureau checks. The proprietor, who also manages the provision, is supernumery and a qualified teacher. They employ

staff who are experienced and demonstrate enthusiasm in their role, and who are generally undertaking degrees in various subjects, however, they do not hold relevant childcare or early years qualifications. This means the provision is failing to meet the specific legal requirement. Staff have daily meetings where issues, concerns and information are shared to make sure all staff are kept up-to-date and continue to meet the children's needs.

Policies and procedures are in place and parents are offered an opportunity to see these. Notices, certificates, photographs and plans are displayed in the reception area for parents to see. Staff share time at the beginning of the day to speak to parents and record any additional information about their children. There is a good system in place to make sure parents are informed of any concerns or injuries at the end of the day and records are kept to share with parents. Questionnaires are used to evaluate the provision and assess their quality. Children and parents record their likes and dislikes on the form and there is a 90% return rate. Currently, partnerships with other agencies are minimal, but there are adequate procedures in place to make sure agencies, who may be involved in the care of a child, can be fully involved and make a contribution to support the child. The providers have actively liaised with the local authority advisor to help them meet the Early Years Foundation Stage.

The setting has a good deployment of toys, equipment and resources, and good staff/child ratios are maintained. They use a variety of equipment that is of good quality, fit for purpose and support children's enjoyment and learning. The environment is managed well, age groupings and planning are highly structured which help to maintain a well-organised and flowing provision. This is a sustainable provision.

The provider has undertaken a self-evaluation and has drawn from different angles, thoughts and ideas about how he evaluates and the outcomes for children. The self-evaluation is positive and demonstrates a good understanding about the settings strengths. Staff have had some input into the self-evaluation and demonstrate a commitment to the setting. They continue to evaluate, asking children questions and obtaining regular questionnaires and feedback from parents. The provider hasn't, however, identified gaps in the provision with regard to leadership and management. This has had an impact on the overall judgement, for example, qualifications ratios and safeguarding information. The provider is keen to focus on the weaknesses to seek further improvement. They admit some weaknesses may be more difficult to achieve, but feel they will make an effort if they remain on the Early Years register.

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

Children are offered a range and variety of activities that are very organised and time-tabled throughout the day. For example, children may play in the ball pond, bouncy slide, do cooking and bread making, arts and crafts, take part in a treasure hunt and play on a computer. The scheme is open to a wide age range and the needs of the Early Years Foundation Stage children have been thought about

carefully and considered in the organisation of the day. Children have a base room in which they have free play and relaxation time. This enables them to rest and regain their energy periodically throughout the day. They also have access to age appropriate toys, such as sand play, puzzles, role play and cars. Children enjoy having a key person who they can build a relationship with, they have a group name and play with children who are in the same age range. This enables children to build up a sense of belonging and identity within the larger provision. Children move about the setting with confidence taking on new challenges and being part of a larger group. They move around between activities and staff support children well. They spend time talking to the children, helping them to try new tasks and challenges and complete activities. All children eat together and have their snacks and tuck time as a large group, they line up and get drinks and snacks with the help and direction of their key staff. Children enjoy crafts and making Easter baskets, where they sit and use the resources happily. They enjoy circus skills, balancing plates, juggling and carefully using diabolo's. Physical activities are well-supported throughout the sessions and there is a contingency plan for bad weather. This makes sure that children still get lots of physical play and exercise. Children have fun on the bouncy slide and in the large ball pond they get excited as they burn off their energy and laugh and joke with each other.

Staff ensure that they are aware of the children's differing needs, including any medical conditions and food allergies. There are two first aid trained staff on the premises and staff know who to contact if there is an emergency situation. Emergency medical treatment permission is in place for children, and their medical needs recorded and updated daily by the reception staff. This ensures any changes to their needs are identified immediately. Staff carry children's medication around the setting with them and there is a first aid box on the premises. All medications and accidents are documented and verified by parents.

Children have opportunities at the beginning of the scheme to understand and practise the fire evacuation procedure. Children feel safe and show an awareness to conforming to the expected behaviour asked for by staff. Children walk around the building, sit when they are eating and use the equipment safely. Children and parents are aware of ground rules, and behaviour management strategies are discussed with parents. Children play well together, share resources and cooperate. They share experiences and talk about their home life.

Children bring food from home and are encouraged to bring healthy packed lunches. Staff offer the children squash and biscuits and access to a tuck shop. The tuck shop has mostly sweets and children generally choose this option, however, children can buy fruit and water. Children bring money from home and can spend a small amount each day on sweets, although children are limited to the amount spent so they do not have too many sugary foods. Parents are generally in agreement as it is seen as a treat for children on their school holiday. Children do have lots of opportunity to participate in physical play and exercise, even in bad weather, which helps their understanding of fitness and good health.

## 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>	3
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>	3
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	3
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

The quality of the provision in the Early Years Foundation Stage	2
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### 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:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- make sure at least half of all persons caring for children have successfully completed a qualification at a minimum of level 2 in a relevant area of work (Qualifications and training). 24/07/2010