

Super Camps at Oakfields Montessori Schools

Inspection report for early years provision

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EY391973

Inspection date

27/07/2010

Inspector

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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 Oakfields Montessori School is one of a number of holiday play schemes run by Super Camps Ltd. It opened in 2009 and operates from Oakfields Montessori School, Upminster, Essex. The camp has use of the main hall, kindergarten classrooms, marquee and swimming pool. All children share access to playgrounds and playing fields for outdoor play. A maximum of 36 children in the early years may attend the holiday scheme at any one time. The camp opens each day during designated weeks of the school summer holidays. Operating times are from 8am until 6pm.

There are currently 21 children aged from four to nine years on roll. Children are booked to attend for individual days or a full week. The camp serves the local community and wider areas. The provision is registered by Ofsted on the Early Years Register and the voluntary part of the Childcare Register. The camp employs three staff, of whom, one of the staff holds an appropriate early years teaching qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time in the relaxed and very happy atmosphere of the camp. Staffing arrangements and the key documentation linked to safeguarding and promoting children's welfare meet most of the requirements of the Early Years Foundation Stage. The camp is inclusive and an appropriate timetable of activities is organised. Staff are starting to become aware of their strengths and areas for development and demonstrate a satisfactory capacity for further improvement.

What steps need to be taken to improve provision further?

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

- ensure that at least one person holding a paediatric first aid certificate is on the premises at all times when children are present (Safeguarding and welfare); this also applies to the voluntary part of the Childcare Register 27/08/2010
- ensure that half of the staff hold a full and relevant level 2 qualification as defined by the Children's Workforce and Development Council (Suitable people). 27/08/2010

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

- enhance the two-way flow of information with parents by ensuring that they have an on-site telephone contact number

- review the systems of self-evaluation to include more views of the staff and parents
- improve the provision for children who wish to relax or play quietly
- enhance experiences by finding out more about individual children's enthusiasms and capabilities right from the start and by developing further the resources provided in the base area to captivate children's imagination and interest

The effectiveness of leadership and management of the early years provision

Children are suitably safeguarded as the essential policies and procedures are maintained to meet the requirements of the Early Years Foundation Stage. The staff understand their responsibilities and are aware of current information regarding child protection which ensures they act in the best interests of children. There are reasonably effective recruitment procedures to ensure that staff have the necessary background checks and are suitable to work with the children. The staff are vigilant about the children's security. Groups of children remain together and are escorted by staff at all times. The staff have a very good awareness of the whereabouts of other people on the school site. A password system operates efficiently to ensure the safe departure of the children. Risk assessment is routinely undertaken to ensure that children are safe indoors and outside. Most of the essential requirements regarding dealing with children's medical needs are in place. Staff seek parental permission to seek any necessary emergency medical advice or treatment and medication and accidents are appropriately recorded. There is a qualified lifeguard with knowledge of resuscitation and basic first aid procedures. However, none of the staff hold a paediatric first aid certificate to ensure that children's minor accidents and injuries are consistently dealt with in an approved way.

Every member of staff attends a thorough induction programme that covers the essential core childcare skills. Although there are qualified teachers working on site, some do not have early years or primary teaching qualifications or experience. Consequently, the specific welfare requirement of the Early Years Foundation Stage regarding qualification levels is not met. Due to the low number of children attending the camp this summer, the children take part in some activities such as art or swimming as one group. The staff plan these experiences suitably to ensure that the care of the older children does not adversely affect the children in the early years age group.

There is a clear policy regarding equality of opportunities and the inclusive nature of the camp ensures that all children join in eagerly in the activities. Positive relationships have been established with the host school to ensure that suitable space and resources are readily accessible. The Super Camps head office has completed the self-evaluation for the setting and have introduced systems to promote continuous and ongoing improvements for all the sites they run. However, evaluation by parents and monitoring procedures by staff are in the early stages of development at this site and are not yet fully embedded to ensure that the key priorities for development are swiftly addressed.

Parents receive well presented information about the camp. Promotional materials and the website inform parents about the type of activities that children can expect to enjoy. Daily information boards and individual timetables of activities help to keep parents up to date with what is happening on a day-to-day basis. Staff are always available to speak to and are happy to give more detailed feedback about individual children and activities at any time. However, there are potential difficulties regarding passing on messages as parents are not yet able to make direct telephone contact with the staff on site. The parents spoken to make positive comments about the staff team and appreciate the way they help their children settle and make friends.

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

Children enjoy participating in fun and energetic games that promote turn-taking and teamwork. They enjoy exercise and learn about the importance of stretching and warm-up exercises prior to physical activity. Swimming activities are safely managed and children gain confidence in the water. Children make warm and friendly relationships with the staff. Interaction is lively and animated. Time is spent talking to and listening to the children; careful explanations are made regarding the rules of games and sporting skills are demonstrated. Plenty of praise and encouragement is heard throughout the day to boost confidence and raise self-esteem. Children are polite, demonstrate good table manners and show concern and respect for the needs of others. They understand the boundaries and the need for responsible behaviour and the staff provide effective and calm role models.

Staff work hard to get to know children well over a short period of time and this helps to ensure that children feel as relaxed and supported as possible. There is a system in place for making observations of children's progress and achievements and children discuss what they enjoy doing. Although information is supplied about children's medical needs prior to attending, very little background information is gathered about individual interests, enthusiasms and capabilities to ensure that children achieve as much as they can.

Children learn to keep themselves safe. Fire drills are conducted and the children know what to do if they have to evacuate the premises in an emergency. Children are well nourished as they bring their own lunch boxes and can access drinks freely throughout the day. Suitable hygiene routines are followed and staff ensure that children wear their sun hats during hot weather. All furniture and equipment is appropriately sized to enable the children to play and eat in comfort. Sufficient creative materials are provided for the 'art explosion' sessions. Staff provide an initial idea and children produce highly individual pictures and models. Although the timetable is well paced so that children have regular opportunities to rest, the home base is not yet equipped with a cosy area for children who wish to relax or play quietly and limited resources are provided to stimulate children's interest or imagination between activity sessions.

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

The quality of the provision in the Early Years Foundation Stage	3
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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:

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 voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of this report (Welfare of the children being cared for). 27/08/2010