

Super Camps at St Margaret's Prep School

Inspection report for early years provision

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Inspection date	29/07/2010
Inspector	Patricia Mary Champion
Setting address	St. Margarets Preparatory School, Gosfield Hall Park, Gosfield, HALSTEAD, Essex, CO9 1SE
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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 St Margaret's Preparatory School is one of a number of holiday schemes run by Super Camps Limited. It opened in 2009 and operates from St Margaret's Preparatory School in Gosfield, Essex. The holiday scheme has use of the sports hall, art room and classrooms. All children share access to secure playgrounds and playing fields for outdoor play. A maximum of 36 children in the early years age group may attend the holiday scheme at any one time. The camp opens five days a week during designated weeks in the school summer holidays. Operating times are from 8.00am until 6.00pm.

There are currently 49 children aged from four to 12 years on roll. Children are booked to attend for a variety of 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 two staff to work with the youngest children. The manager holds an appropriate early years teaching qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and feel a sense of belonging as they are greeted warmly by staff. Their welfare is promoted through positive policies and procedures, which help to keep them safe and well. Effective ongoing communication with parents and carers contributes towards children settling-in and making steady progress. All children are encouraged to be active participants in the range of activities offered and are consulted about aspects of the provision. Most of the required documentation is in place. The management of the camp are starting to review practice to ensure that any improvements made are well-chosen and carefully planned.

What steps need to be taken to improve provision further?

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

- ensure that records are easily accessible and available for inspection; this refers to keeping important information about the staff including their paediatric first aid certificates on site (Documentation). 27/08/2010

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

- enhance experiences by finding out more about individual children's interests, enthusiasms and capabilities from the outset

- ensure that the self-evaluation is shared with the manager and staff team so that continuous improvements are made.

The effectiveness of leadership and management of the early years provision

Children's health, safety and enjoyment are well supported by the clearly written policies and procedures. They are safeguarded as staff are well aware of their child protection responsibilities. Daily safety checks are conducted and risk assessment is recorded regarding the premises and equipment. The school site is secure and prevents unauthorised access or children leaving unnoticed. All visitors to the premises are carefully monitored. Reasonably robust employment procedures are in place to ensure that all staff are suitable for their post and relevant background checks are undertaken. Staff have clear procedures to follow regarding first aid and they keep the necessary medication and accident records. However, important documents such as first aid training certificates are not kept on site. Staff are aware of the needs of any children who need medication regularly and support the children with this to ensure their well-being is safeguarded.

The manager of the camp is focused on ensuring that children enjoy their time and are able to participate in a range of activities. Staff work well as a team and join with the children in their experiences. They are enthusiastic, motivated and act immediately to address some issues identified during the inspection. The manager working with the children in the Early years Foundation Stage is suitably qualified and experienced to ensure that children's activities are appropriately planned and supported. Self-evaluation is undertaken by the head office at Super Camps. The manager of the camp and the staff team have not yet had the opportunity to read this self-evaluation to ensure that the areas identified for continuous improvements are maintained.

Staff foster good relationships with parents and carers, which contributes positively to the well-being of the children. Useful information is displayed on notice boards, entrance tables and on the Super Camps' website. The timetable is on the wall so children, parents and staff know what is available and when. Parents are kept informed of what their children do and their achievements through daily discussions and certificates. Parents speak very positively about the camp and appreciate the efficiency and organisation skills of the staff team and how everyone is made to feel welcome and valued. Information is gathered from parents about the different schools the children attend during term time.

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

Children follow a planned programme of fun experiences linked to themes and special events such as the dressing-up days held each week. The grounds of the school allow staff to plan plenty of outdoor physical activities. A range of sporting equipment is used and larger items such as a climbing wall are appropriately supervised. Indoor space and resources are used thoughtfully to give children

interesting and fun projects and tasks. A cosy area has been created where the youngest children can relax or play quietly between activities. Children also demonstrate their creative skills as they design and make models and pictures using a range of craft materials and resources.

The staff interact well with the children and actively encourage children to join in, try new games and extend their skills. Children follow the rules of the camp well; they listen attentively to the safety information, because staff encourage them to think for themselves. Staff offer clear explanations and are observant at all times. Children show responsibility towards each other and have a friendly attitude towards fair play, sharing and working together. Team-building and social skills are effectively promoted and children are keen to help the staff, for example, by collecting up and carrying equipment between activity sessions.

There is a clear policy covering equality of opportunity and staff are sensitive to the children's individual needs and backgrounds. The staff have started to use a systematic approach to using their observations of the children's achievements to help ensure that learning experiences are tailored for individual needs. Activities are adapted by group leaders to take account of interests and abilities as they get to know the children. However, limited information about individual interests, enthusiasms and capabilities is obtained at registration to ensure that children can achieve as much as they can right from the start.

Children stay healthy as they follow good personal hygiene routines. They enjoy eating from their lunch boxes provided by parents in a social group. Drinks are freely available throughout the day so that children do not become thirsty or dehydrated. There are ample opportunities to undertake physical activity and children demonstrate their agility and practise ball skills during tennis coaching and obstacle races or when using the roller racers. The staff are mindful of hot weather and ensure that children wear appropriate clothing or sun lotion when playing outdoors.

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	2
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	2

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	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
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