

Camp Beaumont (Woodford)

Inspection report for early years provision

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Inspection date	29/07/2010
Inspector	Jill Nugent
Setting address	611-627 High Road, Woodford Green, Essex, IG8 0RF
Telephone number	0208 504 4738
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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

Camp Beaumont (Woodford) registered in 2000 and is one of several provisions run by Camp Beaumont in the London area. It operates from Bancroft's school on the edge of Woodford Green. Access to the premises is at ground level directly from the car park. Children have use of the preparatory school block, playing fields, tennis courts, sports hall and swimming pool.

The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 150 children under the age of eight may attend the setting at any one time. Children over the age of eight may also attend the setting. The camp operates during the school holidays between 8.30am and 5.30pm every weekday. Currently there are 23 staff employed at the setting, the majority of whom hold relevant childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The camp offers a welcoming and inclusive provision for children where they enjoy a variety of interesting and challenging activities. Children's welfare is promoted well through the implementation of appropriate health and safety procedures. A strength of the provision is its engagement with parents which contributes to children's enjoyment of the facilities. Staff work effectively as teams and encourage a real sense of community. They regularly evaluate their practice and work towards continually improving the outcomes for all children.

What steps need to be taken to improve provision further?

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

- consider ways to develop the system of self-evaluation in order to establish a culture of reflective practice amongst staff
- ensure that children have sufficient choice of activities when out on the school playing fields.

The effectiveness of leadership and management of the early years provision

There is a good collection of well-organised documentation on site and this provides a comprehensive framework for staff's practice. Children are safeguarded while at the setting and staff are particularly attentive to security issues when children arrive and leave the camp. Regular risk assessments are carried out so that any potential risks relating to equipment or activities are minimised. The camp director makes sure that staff are regularly updated on safety issues. Staff are well qualified in first aid. Children's medical and accident forms are maintained

appropriately. Staff have a good understanding of child protection procedures and know what to do if having any concerns about children.

Staff make good use of the on-site facilities to provide a wide range of activities each day. Children are encouraged to feel valued, and included, through belonging to a particular group with its own base room. They have a choice of activities in each play session and also enjoy access to more specialised equipment, such as go-karts and archery. Various opportunities for whole camp activities, such as Olympic style races, contribute to children quickly developing a sense of belonging within the setting. Children with special educational needs and/or disabilities, and those who speak English as an additional language, are well supported through close liaison with parents and appropriate individual attention when necessary.

There is an excellent range of information available for parents, including details of the activities available and the camp's policies and procedures. Notice boards display information about weekly and daily activities, and any special events or themes. Staff have close relationships with parents and exchange information verbally each day. Parents' views are taken into account when evaluating the success of each activity or theme. The camp's management team monitor and evaluate the whole provision for children, encouraging staff to reflect on their practice from day to day. They seek advice from other professionals to ensure that the Early Years Foundation Stage is implemented correctly. They are keen to look at ways of developing the use of self-evaluation to encourage further reflection and to set clearer targets for improvement.

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

Children enjoy opportunities to be active and creative as they participate in both indoor and outdoor activities. They have fun as they join in ring games and express their own ideas creatively as they explore paints and collage materials. They develop new skills as they try out new activities, such as archery and trampolining. Children often show delight at a new experience, for example, driving go-karts. Staff offer very good support, demonstrating how to use any new equipment and helping children individually. Children benefit from staff's energy and enthusiasm throughout the day. They develop close relationships with each other and enjoy much praise, which boosts their self-esteem. As a result children gain confidence and acquire useful skills for the future.

Staff use an innovative system of target-setting to encourage children to make good use of the learning opportunities available at the camp. Children are asked each week to name a skill they wish to develop and then to discuss their achievements. This system is adapted for younger children using a pictorial display. In this way all children can see how they are moving on in their learning and staff are enabled to focus any particular learning objectives. Children find out about a wider world during base room activities, for instance, learning about different countries as part of an Olympics theme. Younger children have opportunities for imaginative play with a selection of toys and dressing up clothes. They enjoy drawing, colouring and sharing books. However, there is not always

sufficient choice for children when out on the field so that they have an alternative to ring games if waiting for turns at special activities.

Children are extremely well supervised and aware of their boundaries. Staff are firm in their approach and explain issues, and choices, clearly so that children understand and behave responsibly. They use a particular command very effectively to bring children to attention. They enthuse children as they move around the site through the singing of team songs. Swimming sessions are well organised with life guards on duty so that children feel safe. Healthy eating is promoted through the provision of sandwich lunches as an alternative to packed lunches. Children are reminded to drink at regular intervals to avoid the risk of dehydration. Staff are attentive to children's dietary needs, for example, taking care to check on allergies when serving birthday cake. Children are encouraged to have a quiet time after lunch so that they are re-energised for the afternoon. Their sessions at camp are particularly beneficial in teaching children to adopt healthy lifestyles.

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	2
The effectiveness of the setting's engagement with parents and carers	1

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

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	1
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:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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