



Super Camps Ltd @ Dean Close School

Inspection report for early years provision

Unique Reference Number	EY287474
Inspection date	20 December 2005
Inspector	Jennifer Read
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Registered person	Super Camps Ltd
Type of inspection	Childcare
Type of care	Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Super Camps Ltd @ Dean Close School is part of the Super Camps Ltd chain of holiday clubs. It opened in 2004 and operates from the swimming pool and various rooms in the senior and junior sites of Dean Close School situated on the outskirts of Cheltenham town. Outside facilities include use of the school playing field, astroturf, climbing wall, covered area and hard courts. Children come from a wide catchment area, as most of their parents travel to work in or around Cheltenham.

A maximum of 80 children may attend at any one time. There are currently 400 children on roll from the age of 4 years to 14 years. The camp is open each week day

from 08.00 and 18.00 during some school holidays including, one week at Easter and four weeks during the month of August.

The camp employs 5 staff. The manager is a qualified teacher. There are 3 staff currently working towards a teaching degree and a Masters in Nursing Science Paediatrics. One member of staff is a qualified specialist coach in swimming.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children begin to learn the importance of good personal hygiene and how to keep themselves healthy through appropriate discussion, and improved daily routines. They wash their hands, without being reminded, after using the toilet and before eating their lunch and snacks. A successful system is now in place to sustain levels of hygiene and monitor good practise to prevent the spread of infection. For instance, staff tell them 'you need to wash your hands before you eat because your hands might have germs on and you cannot see germs'. Children's health is now maintained because staff have a good knowledge and understanding of their needs and make sure each child's health and medical information is up-to-date. The routine for washing and rinsing cups is suitable.

Access to a varied, nutritious snack is limited. For example, children are offered one biscuit. Children sit together for their snacks and lunch and enjoy the social occasion with them talking to each other and adults about their food and events in their lives. Children know to eat their sandwiches and healthy foods first and staff sensitively reinforce this with reminders not to share their food. Children begin to build awareness of the impact of regular food and drink on their healthy well-being through useful interaction during mealtimes. For example, staff tell them 'make sure you have a drink as well to keep you fuelled up, food gives you energy'. Children are offered a drink at snack time and know to ask an adult if they wish to help themselves to their own drink. However, children are not offered a drink following swimming and other physical activities to maintain their health and ensure none remain thirsty.

Children enthusiastically participate in an excellent range of planned energetic physical games, activities and swimming. They excitedly join in indoor team games, football, an obstacle challenge, gymnastics, uni-hockey and various ball skill games. They show awareness of the need to warm up each day and provide suggestions of activities of how to stretch, wiggle and warm up their legs, arms and bodies before they start. This helps promote their healthy physical well-being. They enjoy many opportunities that challenge and develop their physical skills and recognise when they are tired and sit on the side to rest. They use the bouncy castle with increasing control and show a growing awareness of others. This helps ensure their safety and that of others.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe, secure setting because tighter systems and precautions are in place. Staff demonstrate a clear knowledge and awareness of safety procedures, are vigilant and reinforce useful boundaries and the emergency escape plan daily. This means children are kept safe from harm and potential dangers. Subsequently, children learn to take responsibility for keeping themselves safe. Staff now record concise risk assessments, liaise closely with school personnel and conduct a daily assessment of all areas used by the children. This ensures hazards are quickly identified and action taken. Areas that are being refurbished by the school are not used, the entrance is kept locked and monitored successfully and uncles do not use the toilets in areas where children are present. Children are now escorted safely when going to the toilet or moving between buildings and rooms. A frequent count to check numbers of children against the register helps protect and safeguard their welfare. Consistent, effective measures are in place to ensure children are safe when swimming. A test of children's ability in the water is rigorous and frequent reminders of safety rules helps children stay safe.

Re-organisation of rooms used and re-scheduling of planned activities means children are safe and do not walk back and forth between the school sites. All sports equipment is in generally good order and maintained appropriately. Children have supervised access to games materials and independently choose writing materials and paper safely. Staff display safety procedures clearly and use effective questions to help children think about and learn appropriate, safe action. For example, staff ask 'where do you think is a safe place to cross the road?' Children are safeguarded from possible abuse and neglect because staff has attended child protection training and understand their responsibilities. They demonstrate a secure knowledge of the signs and indicators of abuse and a good awareness to record, monitor, and inform management, social services and parents to protect children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, settled and readily participate in a more varied and interesting programme of activities and events, indoors and outdoors, to engage and stimulate their interests. These include drama, food fun, making music, art attack and treasure hunt. They enjoy the activities on offer, persevere well to complete the games and confidently share. Children recall favourite activities. For instance, 'I enjoy hair braiding because fashion is my passion'. Staff are welcoming, friendly and actively interact and join in children's play and games, which helps increase children's well-being and sense of trust. They also provide good support for children with special needs. Staff are perceptive to the different needs of the children and helpfully explain 'stuck in the mud', 'domes and dishes' and escape and evasion games to promote inclusion and children's enjoyment.

Younger and older children play happily and co-operatively together during group games and take turns, share and support each other readily. A large selection of planned sports, games and an opportunity to swim daily provide good level of challenge. Children laugh as they climb and slide on the bouncy castle and squeal

with delight as they kick, splash, swim and use toggles and equipment to create an imaginative play scene. They excitedly count, '1, 2, 3, go' as they boldly jump into the water and begin to improve their floating as they practise their swimming with support.

There are additional resources to engage those children who do not wish to participate in physical activities and steps are being taken to develop these further and enable children to have an input into the planning of activities. Children experiment with pencils, felt tips and crayons to design and make pictures and choose different colours to complete a selection of festive pictures. Children confidently contribute to group discussion and story time and are content to return to the story or their picture at other times. Children enjoy drama and break off pieces of clay to design and make models. The re-organisation of activities means children spend more quality time at chosen activities to meet their interests.

Helping children make a positive contribution

The provision is satisfactory.

Children are valued as individuals and those with special needs are warmly welcomed into the setting. Practical information is sought from parents, recorded and shared with all staff to maintain consistent and appropriate care. All children receive frequent praise and encouragement to promote their self-esteem. They begin to learn what is right and wrong through well-implemented boundaries, positive reminders and good support. As a result, children's behaviour has improved. Children do not begin to appreciate the customs and cultures of others because there are no resources or planned activities available. The manager recognises this shortfall and indicates this is an area the company is looking to address.

Partnership with parents and carers is generally good. Children benefit from the friendly relationships and informal contact between their parents and staff. All parents know their child's group leaders and share information with them about their children's needs. Parents receive a purposeful range of information about the day-to-day organisation of the setting and children's activities to enable parents to talk about and share news about their child's day. A prospectus, weekly programme of events, policies and procedures, questionnaires and Super Camps website help keep parents informed.

Organisation

The organisation is satisfactory.

Recruitment procedures and induction training are currently being reviewed and changed by management to address training issues, qualifications and make sure systems are rigorous and well implemented. This will ensure children are cared for by suitable staff who are appropriately vetted and have secure knowledge of good practice to promote children's health, safety and enjoyment. The new manager rigorously monitors the provision to ensure all issues identified in the enforcement notices are successfully completed. The development plan now focuses on pertinent

issues such as children's safety and their healthy well-being to ensure their needs are well met and improving the system of monitoring and evaluating the setting and staff's continuing performance. However, staff have not observed or been made aware of new legislation to the National Standards. This limits staff from having a secure and up-to-date knowledge of current regulations and good practice to promote children's welfare.

Staff are enthusiastic, motivated and resourceful. They work well together to provide an organised and enjoyable programme of activities for children and show a commitment to promote positive outcomes for children. All areas for use by the camp have now been approved and included in the registration to promote children's safety and welfare. All children's records and documentation is in place, accurate and shared with parents. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection, the quality of care was judged as inadequate. Enforcement action was taken and the setting was asked to complete an immediate risk assessment and improve safety procedures throughout to ensure children are effectively supervised and play within a safe and secure environment.

The setting has made significant improvements to promote children's safety and well-being. Staff's awareness of potential hazards has improved to ensure all internal and external areas used for the children are secure and successfully supervised.

Complaints since the last inspection

There are no complaints to report.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should

take account of the following recommendation(s):

- provide regular drinks to promote children's healthy well-being to ensure none remain thirsty.
- extend the resources and activities to help build children's awareness of other cultures, disability and their local community.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk