

Super Camps @ Royal Grammar School

Inspection report for early years provision

Unique reference number EY348018
Inspection date 22/02/2011
Inspector Margaret Moffat

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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 the Royal Grammar School is one of many camps run by Super Camps Limited. The group have been registered since March 2007 and operates from various areas within the Royal Grammar School, High Wycombe, Buckinghamshire. The camp is open from 8.00am until 6.00pm and operates for specific weeks during the school holidays. A maximum of 80 children in the early years age may attend the camp at any one time. The camp are also registered on the voluntary part of the Childcare Register.

There are currently 51 on roll and of these 16 are in the early years age range. Children attend for a variety of sessions.

There camp employ two staff and of these one has a relevant childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and content and enjoy themselves in the camp. Staff plan a range of play activities and experiences which help children make progress. However, the toilet facilities do not promote appropriate hygiene procedures. Staff develop positive relationships with the children and take account of their individual needs. There are systems in place to monitor and evaluate the setting which includes feedback from parents, children and staff which helps promote improvements.

What steps need to be taken to improve provision further?

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

- improve children's access to items to support good hygiene procedures in all the toilet areas and ensure all toilets are clean.

The effectiveness of leadership and management of the early years provision

There are satisfactory systems in place to ensure staff who work in the setting are suitable and have relevant qualifications for the roles and responsibilities they have within the camps. All recruitment and induction is completed by Super Camps head office. Staff attend induction days before the setting opens and complete online training to demonstrate their awareness of the policies and procedures of the company. Staff demonstrate a satisfactory knowledge of how to safeguard children. They are aware of the signs and symptoms that would cause them to have concerns about a child in their care and the procedures to follow. Risk

assessment records are in place and all areas used by children are checked before they arrive at the setting, which ensures their safety. Children learn how to keep themselves safe through the daily discussions at the beginning of the sessions with regard to moving around areas of the building. They are encouraged to walk in lines, keep to the paths and inform staff when they want to go to toilet so they can be accompanied.

The setting have addressed most of the recommendations made at the previous inspection and this has improved the outcomes for the children. However, the recommendation with regard to hygiene procedures has not been fully addressed. Staff, parents and children are given opportunities to evaluate each camp and the organisation take on board comments and use these to make improvements. For example, they have provided staff with information on how the activities provided can be linked to the different areas of learning and have improved the organisation of activities to allow children to take part in most of the physical activities in the morning when they are less tired.

Children have access to a good range of resources and activities to support their physical and creative development. Other resources include dressing up clothes, books, puzzles, games and a karaoke machine, which children have access to during free choice play when they are not involved in the timetable of the day. These are readily available in the base camp for the children and those children who do not take part in particular activities such as swimming can choose activities to take with them to play with whilst others are involved in this activity.

As the camp is unable to make direct links with schools children attend the information they receive from parents is sufficient to meet children's particular requirements. Partnerships with parents are sound. They pre-book children on the camp and provide relevant information regarding their children which is recorded and available at the setting ensuring staff are aware of the individual needs of the children. Staff ask them to complete relevant consents such as that to seek emergency medical treatment on their child's first day. Policies and procedures are readily available on the registration table and other information is displayed on the wall such as registration certificate and public liability insurance. The daily activities plan is clearly displayed and makes parents aware of what their children will be doing during the day. Staff are on hand at the beginning and end of the day to share information with parents and give feedback on how their children have been.

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

When children arrive at the setting they are keen to leave their parents and carers and join their base groups. They relate well to their peers and staff and are beginning to form friendships. Staff encourage children to complete 'all about me forms' and they have opportunities to talk about themselves during registration time, helping them to get to know each other. Staff give the children an egg to pass round and when the child has the egg it is their turn to speak and others in the group listen. They are encouraged to tell everyone their name and talk about

their favourite film or television programme and as they go round again they talk about what activities they like to participate in whilst at camp. This activity helps children with their listening and conversational skills and provides staff with opportunities to find out about the individual children's interests.

Staff are good role models and take time to explain to the children the rules and guidelines on how to behave and stay safe whilst in the setting. Children are well behaved and show kindness and respect to one another.

The organisation has employed staff with Early Years Foundation Stage knowledge and experience. Staff are aware of how the play activities they provide can be linked to the different areas of learning. Staff observe the children at activities to ensure their individual needs are being met and enable them to participate in what is on offer. For example, if children express that they do not want to take part in a particular activity staff give them opportunities to be helpers to set up the game or they are given particular jobs to do such as ensuring the children land on the mat during the long jump activity. Staff clearly explain the instructions to the children before they take part in the activities and this helps towards children's enjoyment as they learn what to do.

As children take part in daily physical activities this supports their understanding of a healthy lifestyle. Children are becoming aware of their own care needs and access drinks when they need them and are also encouraged by staff to have drinks regularly during their time in the camp. Parents provide packed lunches and they are encouraged to provide healthy options for the children. Children develop independence as they undress themselves for swimming and are encouraged to keep all their clothes and shoes together so they will be easier to find when they are getting dressed. Children are encouraged to follow appropriate hygiene routines with regard to hand washing. However, some toilets are not clean, there is a limited amount of soap available for children to use and hand drying facilities in some toilet areas are too high for the younger children to reach. This does not promote children's good health and hygiene at all times.

Children take part in a variety of activities related to sports. They clearly enjoy taking part in the bean game, where they have to listen to the name of the bean the staff member calls out and complete the action or make the sound related to bean. Staff talk to the children about the Olympics and how people compete for medals such as bronze, silver and gold in different events and how they are going to have their own 'mini olympics'.

Children are split into teams and staff explain to them the rules of each activity as it takes place such as throwing the javelin and long jump. Children are encouraged to talk about which javelin has gone the furthest or who has jumped the longest. Children and staff support team members as they shout encouragement to them which helps boost their confidence and self-esteem. Children particularly like taking part in the roller racer activity and confidently inform visitors this is their favourite thing to do when they come to the camp. Staff ask children to think of words to describe how they move when they are on the roller racers and children say they wobble, wiggle and twist to make them move. Staff praise the children for their efforts and also encourages them to steer and turn when they are playing on these. Children have opportunities to be involved with art and craft activities during their time in the camp and this contributes to their creative development.

Staff display children's artwork in their base areas and this helps children to feel valued.

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

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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:

- ensure that adults looking after children are suitable to do so and are not left alone with the children (Suitability of adults) 22/02/2011