

Super Camps at Godolphin School

Inspection report for early years provision

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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 Godolphin registered in 2010 and is part of a chain of Super Camps. It is a holiday play scheme providing activity based care for children, and operates from Godolphin School in Salisbury, Wiltshire. The scheme operates from the Preparatory department on the school site. Children also have supervised access to the sports hall, swimming pool, art department, and various outdoor areas including tennis courts and sports pitches. The play scheme currently operates from 8.00am to 6.00pm on weekdays during the school summer holidays.

The play scheme is registered on the Early Years Register and the voluntary part of the Childcare Register. The setting is registered to care for a maximum of 36 children aged from four years to the end of the early years age group. Children up to the age of 14 years may also attend as the setting is registered on the voluntary part of the Childcare Register. There are currently 10 children on roll in the early years age. This number varies throughout the holidays. The onsite manager and staff are suitably qualified to work with children and some have qualifications specifically relating to supporting early years children. The early years room leader at the time of the inspection holds Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children have the opportunity to participate in a range of sports activities with some arts and crafts. At times this is dependent on the weather and when it is raining there are insufficient activities to keep children interested and occupied. Children generally develop positive relationships with the staff and each other. However, on occasions staff interaction is not appropriate to fully support children's confidence and promote their learning, and staff are not always clear on their role with regard to welfare requirements. There are some basic procedures to share information with parents. The Super Camps organisation has procedures in place to monitor and evaluate the provision to support continuous improvement. However, these are in the early stages at this scheme and are not fully effective.

What steps need to be taken to improve provision further?

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

- review the organisation to ensure that staff are sufficiently prepared for variations to the planned programme, particularly when the weather affects the activities taking place
- improve staff member's understanding of their roles and responsibilities, with particular regard to implementing the setting's safeguarding policies and procedures

- provide well-planned experiences which support young children to learn with enjoyment and challenge, with particular regard to when they are not involved in sporting activities
- develop a culture of reflective self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

There are systems in place to ensure that staff are aware of their responsibilities with regard to safeguarding. They are able to identify possible signs and symptoms of abuse and are familiar with the procedures to follow in the event of a concern being raised about a child. However, there is some confusion about who is responsible for reporting these. There are basic recruitment and vetting procedures in place to ensure that staff are suitable to work with the children. All staff have undertaken a Criminal Records Bureau check either through this scheme or other childcare related positions. Risk assessments and daily safety checks enable staff to provide a safe environment.

There are some basic monitoring and evaluation systems in place. For example, the regional manager or their assistant completes regular monitoring visits in the form of mini inspections, providing suggestions on how they can improve. However, identified areas that require development are not always followed up to improve outcomes for children. Parents are encouraged to put forward their views either verbally or using the appropriate forms which are accessible in the entrance area. The manager talks to staff on an individual basis where they discuss any improvements. Super Camp's organisation provides some good systems to evaluate the provision, but these are not always implemented on the individual schemes and as a result they are less successful in identifying areas to improve. For example, in their operational plans it encourages staff to become involved in the self-evaluation form. This scheme does not complete the self-evaluation form.

Resources are generally linked to sports or arts and crafts. At times there is insufficient variety to fully support children's learning and enjoyment. For example, in the first part of the morning children could only choose between drawing or a story, and then after snack, between drawing or clay. At times staff are not sufficiently organised to support children's enjoyment and learning. As a result some children become bored and do not remain involved with others. On occasions staff interaction is not appropriate for young children. For example, asking them if they are lazy.

Staff develop positive relationships with parents and informally share information with them when they drop off and collect. Some of the information provided is incorrect. For example, parents look at the plans and identify that the children will be doing trampolining. The scheme does not have a trampoline and staff had not updated the activity schedule to inform parents of this. Parents spoken to during the inspection report that their children enjoy coming to the scheme. A parent

remarked their child was keen to put on their Super Camp T-shirt in the morning.

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

Children are generally confident to come into the setting in the morning. They are developing positive relationships with the other children and the staff. They participate in activities such as short tennis, swimming, musical statues and tag. Staff generally participate with the children to support them. For example, a member of staff partners a child helping them to hit the ball with the racket. At times they adjust the activity to enable children to develop their skills. Staff recognise some children are having difficulties hitting the ball backwards and forwards to each other. They suggest the children try balancing the balls on their rackets moving around the court to gain confidence in controlling the ball. Some children find this particularly easy and are less interested and wander off. Children are well supported in the swimming pool during their sessions. Initially they are encouraged to demonstrate their swimming skills which allow the adults to assess which part of the pool they can use safely. At other times children participate in craft activities such as face painting, clay modelling, painting and drawing. However, during wet weather children use other classrooms rather than the art room and as a result they are not able to paint. This results in some children being less interested in the session.

Some staff demonstrate good knowledge of the Early Years Foundation Stage framework. The room leader completes some very basic observations linked to the children's interests and abilities. However, there is no evidence of how this information is used to plan activities that the children would benefit from. The planning generally comes from their head office and is linked to the sporting activities.

Children follow appropriate hygiene routines. They are encouraged to wash their hands before food and after toileting. They have good opportunities to exercise in the fresh air when the weather permits. Children benefit from physical play throughout the day, increasing their fitness levels. Children bring their own snacks and packed lunches and generally staff will encourage them to eat the savoury items first. Children are regularly encouraged to drink water or squash, particularly as a lot of the activities are physical. Children are reminded of safety issues. For example, when moving around the site between the sports hall and the pre-prep, staff talk about the path being slippery and remind children to walk carefully. Staff are expected to talk to the children in the morning about fire evacuation procedures to enable them to become familiar with these. However, this does not always happen with the younger children. Children's behaviour is appropriate for their age and stage of development. Generally staff are positive role models and the children are polite and well mannered. They show consideration to their peers. For example, during a game where children have to move between different benches, there is not sufficient room for a child to sit down. Another child immediately moves saying 'you can sit here'.

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:

Met