

Super Camps at Beacon School

Inspection report for early years provision

Unique reference number EY391976
Inspection date 02/08/2011
Inspector Lynne Lewington

Setting address The Beacon School, 15 Amersham Road, Chesham Bois,
AMERSHAM, Buckinghamshire, HP6 5PF
Telephone number 01235 832 222
Email Info@Supercamps.co.uk
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Super Camps at The Beacon School was registered in 2009. It is one of many provisions owned by Super Camps Ltd. It operates from The Beacon School, in the Chesham Bois area of Amersham, Buckinghamshire. The holiday play-scheme is registered on the Early Years Register and voluntary part of the Childcare Register.

It is registered to care for up to 36 children within the early years age range at anyone time. The provision predominately accepts children from four years of age. The provision offers approximately 64 places to older children. Activities provided for older children are sport and arts related. The provision has an appropriately qualified staff team. There are currently 17 early years aged children on roll. This number varies each week of the camp.

Children have access to The Osborne building, The Lower School, Sports Hall and Willsfield . There is also a secure outdoor environment. The play-scheme opens five days a week during the school holidays from 8.00am until 6.00pm.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall the provision is satisfactory. Children form positive relationships with staff and their playmates. They have access to planned creative and physical activities and some opportunities to make choices in their play. Partnerships with parents are well established ensuring the needs of children are understood and met appropriately. Documentation is stored appropriately and is generally effective, although some procedures and practices are not followed efficiently to fully promote children's safety. Staff are beginning to identify the strengths and weaknesses of the provision to enable them to make continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure the premises are secure and prevent intruders entering the premises 16/08/2011

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

- ensure an accurate record of who is present is maintained to promote security and safety and that the appropriate staff:child ratio is maintained at each session
- improve opportunities for children to make some independent choices in their

- activities
- provide appropriate assistance to young children, for example, when putting on sun cream.

The effectiveness of leadership and management of the early years provision

Staff verbally demonstrate an awareness of possible signs of abuse and the action they would take to report their concerns. Written risk assessments are in place for the setting and the various activities children undertake, these are displayed for staff to see. However, on the day of the inspection the of the premises were not secure. The lockable gate was open allowing easy access to the site without challenge from staff. Staff hold appropriate qualifications and effective systems are in place to ensure staff are suitable to work with children. Staff deployment does not always ensure the correct ratios are maintained, and this affects the level of care and assistance young children receive. The attendance record is not updated as a new child arrives and therefore does not reflect accurately who is in the group.

Staff form good positive working relationships with parents and carers. Information about the activities and the staff is displayed, and information about the provision's policies is easily available to parents to keep them well informed. Parents speak highly of the provision and the staff. The provision works in partnership with the setting whose premises they use and seeks additional information if a child has special needs. Adults have a good knowledge of each child's background and needs. They act as positive role models to the children, encouraging respect for each other and the facilities. Appropriate care is taken to recognise diversity and ensure each child is involved and respected. Staff reflect on the service offered and seek parent's and children's opinions, although the current self-evaluation has not been updated to identify the progress made.

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

The young children's base room is set out with a variety of attractive activities which they use only at the start and end of the day. The day is planned offering physical and creative activities. Children enjoy the free outdoor play on the adventure playground where they meet up with friends and older siblings, developing their social skills. Most are developing their physical skills well as they climb and use the attractive equipment. Children increase their knowledge and understanding of the world as they learn about the ocean as a starting point for a creative activity. While they appear to enjoy creative activities, they have little opportunity to develop their own skills, as shapes are pre-cut for them, and they receive direction on where to stick items. Some children demonstrate awareness of size, position and shape as they add sea creatures to their pictures. They seize the opportunity to use felt pens and create their own colourful creatures and some add their names to their creations. Team games provide the children with opportunities

to share, take turns, and be tolerant and competitive. Praise is given freely to children and they receive points for their hard work and an opportunity to choose an activity. Staff observe children and identify significant aspects of developmental progress, ensuring each child is benefitting from their experience.

Children are encouraged to develop healthy habits, such as washing their hands before meals and putting on sun cream before going outside. However, insufficient help is given to the youngest children to put on sun cream effectively, resulting in either too much cream being applied or too little to be effective. They enjoy healthy snacks and meals provided by their families as they sit together on the floor, making mealtimes a social occasion. Drinks of water are available throughout the day to prevent dehydration. Children learn to evacuate the premises swiftly in an emergency as they undertake regular fire drills. They learn to listen and follow the directions of the leaders as they frequently line up and are counted before moving around the site.

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	2
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
--	---

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	3
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	2
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Met