

Super Camps Ltd. @ Colston's Collegiate School

Inspection report for early years provision

Unique reference number	EY281733
Inspection date	10/08/2011
Inspector	Brenda Flewitt

Setting address	Colstons Collegiate School, Bell Hill, Bristol, Avon, BS16 1BJ
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Telephone number	01235 832222
Email	info@supercamps.co.uk
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 UK has been in existence since 1996. The organisation provides multi-activity non residential camps for children at various sites throughout the country. The camp at Colston's Collegiate School in Bristol first opened in 2004. Camp staff have access to several buildings and areas within the school. The camp opens five days a week during the Easter and Summer school holidays. Opening times are from 8am to 6pm.

The setting is registered on the Early Years Register and the Voluntary part of the Childcare Register. A maximum of 80 children from the age of four years may attend the camp at any one time. There are currently 20 children on roll in the early years age range. The setting also caters for children up to the age of 14 years. Children attend for a variety of days.

Several full time staff work with the children, depending on the number of children registered. Staff are qualified teachers or sports coaches. The Early Years Coordinator holds a level 3 early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a safe and secure environment in age appropriate groups by staff, who know them well. They enjoy a variety of activities that complement the sports-based timetable, which promote their enjoyment and progress in most areas of learning. Good relationships with parents enable staff to meet individual needs well. Effective methods for evaluating the provision lead to continuous improvement in children's experiences.

What steps need to be taken to improve provision further?

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

- promote further children's opportunities to write for different purposes, for example, by recording scores during sports activities
- provide more opportunities for children to talk about how their bodies feel after exercise.

The effectiveness of leadership and management of the early years provision

Staff implement clear policies and procedures to promote children's welfare and safety. They carry out detailed risk assessments of premises and activities to provide a safe environment for children to play. Staff have a good understanding

of safeguarding children, which includes recognising signs and symptoms of abuse and confidence in their responsibility to carry out procedures if there are concerns. Training sessions at the beginning of each holiday keep staff up to date with their knowledge. There is a system to record existing injuries as routine. All this helps to protect children from harm. There are clear recruitment and induction systems to ensure that new staff are checked for their suitability to work with children, and are sure about their roles and responsibilities. All records are in place, well organised, completed appropriately and stored confidentially.

Enthusiastic staff work well as a team; they communicate effectively, which results in sessions running smoothly, and children knowing what to expect. Children benefit from being part of a smaller age-related group, as they feel secure and confident with children of a similar age. There is a variety of resources available, which means that children have alternative choices when taking turns in sporting activities, and during free play sessions. Staff use different areas of the premises to provide a change in environment throughout the day. Children learn a positive attitude to people's differences through the good example set by staff, as all children are included according to their varying abilities. They are keen to join in fund raising events, such as 'Super Soak', that support children in other countries. This helps to raise their awareness of people in the wider world and how they live.

Staff promote effective partnerships with parents. Parents receive clear information about the setting by way of an internet website, displays, and written policies. There are daily opportunities for exchanging information in order to meet individual needs. Parents' views are actively sought via questionnaires, which are collated and reviewed to implement improvements. Staff provide information about children's achievements at the summer camp so that they can relay this to the Early Years Foundation Stage setting that children return to in the new term.

All the recommendations set at the last inspection have been addressed, which has improved aspects of children's health and safety. Effective self-evaluation methods include input from all staff to identify areas for development. Regular inspections from managers and head office representatives contribute to ongoing reviews that result in improvements in children's experiences.

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

Children are happy and settled during their days at the holiday camp. The dedicated Early Years Coordinator knows children well as individuals, which enables them to meet young children's needs. Children are confident to make their needs known as they can be sure of a friendly response. They enjoy the company of slightly older children in a small group, which helps them feel secure and confident. They make good relationships with staff and one another, enjoying a range of activities that promote individual skills and working together as a team. For example, children cheer on their team members in a game of 'roller racing'. Children behave well. They know what to expect through familiar routines and clear explanations, listening well to instructions that help keep them safe. Children

are good at taking turns, which is promoted effectively through sporting activities. They receive regular praise and encouragement from staff and other children, which helps boost their self-esteem.

Staff have a good understanding of the early learning goals and promote the different areas of learning through the physical activities and the alternative play opportunities. For example, children use their counting skills regularly as they check the number of people in their group or to indicate their turn on the trampoline. Their understanding of time is encouraged through the daily time table, and the weekly themes help to develop children's understanding of the world around them. For instance, the 'octopus' topic involves discussion and stories about sea creatures. Children enjoy singing familiar songs, such as 'five little speckled frogs' that develop their understanding of calculation, as each 'frog' hops away to the end of the sports hall. Children have daily opportunities for some form of creative and mark-making activity, but do not always extend those skills to write for different purposes.

Children practise good routines for their personal hygiene. Healthy eating is encouraged in partnership with parents, so that children make choices from a balanced diet. They enjoy sociable meal times, when they like to chat with adults and friends. Children participate in a variety of activities that promote their good health and develop large muscle skills. These include swimming, trampolining, throwing, catching and kicking a ball, and manoeuvring wheeled vehicles. However, times are not always planned for discussing how their bodies feel after exercise. Children learn about aspects of their own safety. For example, they understand how to use equipment sensibly and how to move around safely, being aware of others. Daily discussion and weekly practises of the fire drill means that children know what to expect in a real situation.

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	2

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	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	2
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 voluntary part of the Childcare Register are:

Met