

Super Camps @ Radley College

Inspection report for early years provision

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Inspector

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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 @ Radley College opened in 2004 and is one of a chain of over 60 provisions run by Super Camps Ltd . These operate throughout south and central England. Super Camps @ Radley College operates from Radley College in the village of Radley near Abingdon. Children have use of a large range of play facilities which includes classrooms, a gymnasium, a swimming pool as well as extensive outdoor areas.

The play scheme opens five days a week from 8:00am until 6:00pm during most school holidays. Super Camps Ltd ensures that sufficient numbers of appropriately qualified staff are in place to maintain the necessary adult:child ratios. The number of children attending varies from day to day. All staff are appropriately qualified including those in management positions.

The play scheme is registered on the Early Years Register and the voluntary part of the Childcare Register. A maximum of 32 children in the early years age group may attend the provision at any one time. Children from the age of four to 14 years attend the holiday play scheme. They come from a wide catchment area to attend and the play scheme accepts children with special educational needs and those with English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The play scheme provides children with a good range of interesting play activities in a well resourced and spacious environment. Children attend for variable amounts of time but are known to staff as individuals which help to ensure that their learning and welfare needs are given mostly good attention. Children face challenge as they play and have some opportunities to express choice and be independent. The provision has good partnerships in place with parents and other professionals which support the progress that most children make. The provider uses self-evaluation to review the strengths and weaknesses that emerge in the provision. This gives it a good capacity to improve and enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- develop the opportunities that children have to select and use activities or resources more independently.
- ensure that the storage of food provided from home is appropriate and promotes children's good health.

The effectiveness of leadership and management of the early years provision

The provider makes concise and well written policies and procedures available to all parents. This ensures that the stimulating provision is managed safely and efficiently. Staff have a good understanding of effective working practice and their consistent implementation ensures that children are well safeguarded. Visitors are monitored while on site and procedures protect children's interests. All staff are fully aware of how to protect children from harm. The provider ensures that all staff are suitably trained which is demonstrated through their use of risk assessments. This promotes children's safety as potential hazards are identified and minimised. Children play in a good range of environments both indoors and outdoors. While playing children have only limited opportunities to make choices and be independent. Children's good health and well-being is largely promoted by staff as they manage illness or minor injuries. However, insufficient attention is given to the storage of children's packed lunches.

Staff are reflective as they offer children learning opportunities. They modify what they do on a daily basis if it is in children's interests. They also have a thoughtful approach to working with young children and both seek and act on feedback from them and their parents. The provider arranges a review of the activities of the play scheme so that strengths can be built on and less effective practice improved. There have been improvements made since the last inspection. The provision has good partnerships with parents. They value the level of communication that is available and the range of activities that children take part in. In addition staff are aware of the value of wider partnerships, for example, when supporting children who may have special educational needs.

Children play in a quality environment which is spacious, well organised and interesting to them. Children's all round development is promoted as they can access a good range of appropriate resources. Staff support children with enthusiasm, skill and dedication. Most of the activities that children take part in are planned, timed and fixed in a certain location. While this is a rigid approach staff are able to support children and build on their learning and understanding. The provision is inclusive as it treats all children as individuals each with the capacity to build on what they can already achieve. Children have opportunities to understand about their diverse world, for example, as they share books and other resources.

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

Children make progress as they take part in well planned and varied play opportunities. The provision makes a good attempt to gather information about children prior to their attendance. This helps children to be understood as individuals, which enables staff to understand their interests and starting points. Children are observed as they play and interact with each other and the

opportunities that are presented to them. Observations are recorded which gives an overview of progress made. Staff use this information to detect if progress is as expected and to decide if any additional learning activities are required. This worthwhile approach supports all children including those who may attend infrequently. All staff have a good understanding of the Early Years Foundation Stage. All the activities that children take part in are related to areas of learning and development. They also have a firm grasp on the way young children learn through play and first hand experiences. The planning and assessment procedures are effective and suit the type of provision that is in place.

Children mainly take part in adult-led activity but there are some opportunities for free play. They respond very well to adults as they have conversations and discuss their day. This provides opportunities for children to think about what they are going to do and to consider aspects of their own safety. Language development is good as confident and articulate children talk about their feelings and ideas. When using a large inflated shape children were able to climb, slide and devise different body shapes. They also enjoy moving to music with children very willing to lead sessions so that others will follow them. Children take part in a range of art and messy play as they make finger print pictures and masks. When making animals from different materials children had to decide which ones were the best to use. Children enjoy sharing books and listen very carefully when adults read to them. They are able to make predictions about stories and answer questions about them. They also take part in swimming and make their own music with instruments. Children encounter mathematical experiences through practical activities, number trails and an understanding of shapes and quantities.

Children's welfare is promoted effectively by the provision. Children are well safeguarded and have a good sense of their own safety and that of others. Children's behaviour is good as staff supervise them with patience and a sense of humour. Children have a clear understanding of what is expected of them and show the ability to be able to play with others very well. Most children show a positive attitude to other children and are able to manage their own behaviour with maturity. Adults also encourage children to understand that others may differ from themselves. This takes place as children mix with children of different ages at certain parts of their day. In addition children are able to apply themselves to activities for appropriate periods of time. They also learn that different play activities different responses from them. This enables them to be able to listen to stories and take part in large group activities.

Outcomes for children are promoted very well by the provision. Children are usually very happy to play, follow the advice of adults and take part in activities. They show an enthusiasm for what they do and are able to move around the large site with safety. Children enjoy the relationship that they have with adults and feel able to talk to them, seek comfort and share ideas. Children have a good understanding about healthy life styles and choices as they relish physical activity and talk about healthy eating. Most children enjoy facing challenges as they build on their existing level of competencies. Children generally acquire skills and abilities which are age appropriate and their progress ensures that most are prepared well for future learning needs.

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

The quality of the provision in the Early Years Foundation Stage	2
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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