

# Super Camps at Swanbourne House School

Inspection report for early years provision

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<b>Inspection date</b>	10/08/2011
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<b>Type of setting</b>	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 Swanbourne School was registered in 2009. It is one of many provisions owned by Super Camps Ltd. It operates from the Swanbourne House School, Buckinghamshire. The holiday play-scheme is registered on the Early Years Register and the voluntary part of the Childcare Register.

The provision is registered to care for up to 36 children within the early years age range at anyone time. The setting predominately accepts children from four years of age and offers approximately 64 places to older children. There are currently 51 children on roll, of whom 10 children are in the early years age range. Activities provided for older children are sport and arts related. The setting has appropriately qualified staff team.

Children have access to classrooms and the sports hall in the main school building. There is also a secure outdoor environment with access to astro turfed areas, cricket field and swimming pool. The play-scheme opens five days a week during the school holidays from 8 am until 6 pm.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides an environment where children have ample play opportunities to develop and learn in most areas of development. They promote the children's welfare and demonstrate a developing understanding of the Early Years Foundation Stage to assist in children's progress. Staff value and respect children as individuals and provide appropriate support to ensure they are fully included. The management and staff are conscious in overseeing the work of the camp and evaluate their practise to ensure they have the capacity to improve. However, this does not include the views of the children to enhance the quality of the provision.

## What steps need to be taken to improve provision further?

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

- develop systems to self evaluate practice that includes the views of the children to identify the strengths and priorities of the provision
- develop opportunities for children to incorporate technology into they play and activities.

## **The effectiveness of leadership and management of the early years provision**

Staff have good knowledge of child protection issues. They are aware of their role and responsibilities with regards to recording and reporting any concerns they may have about a child in their care. The manager and staff have attended relevant training and a suitable written safeguarding policy is in place. In addition, the management team of the camp has robust systems in place for the recruitment and suitability vetting of the staff.

Staff are deployed appropriately to ensure children's safety and well-being at all times. Risk assessments are conducted and daily visual checks are carried out by staff to ensure the building, resources and any outings planned are suitable and safe for the children. All required documentation is in place and maintained. Parents sign their child in and out of the setting, when they collect them any records of accidents or medication given to them.

The setting sends out an electronic evaluation questionnaire to all parents and carers at the end of each holiday programme, to inform and enhance the quality of provision for all children. However, there is no system in place for the children to be included, whilst the sessions are in operation to inform the short term planning and the interests of the children.

The environment is welcoming and provides ample space for children to move around and play comfortably. There is an appropriate selection of activities and resources to support children in their learning. The setting promotes equality and diversity and obtains information about children's individual needs to ensure these are catered for. Information is provided for parents through the Super Camps website and notice boards. Staff also share information with parents verbally on a daily basis with regard to their children when they come to the setting. The Camp also works well in partnership with the school it operates from and other professionals to ensure consistency of care and education for the children.

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

Staff's knowledge of the Early Year's Foundation Stage is good and as a result children are making good progress in their development. There are robust systems in place for effectively observing and assessing children's development and a wide range of play experiences both indoors and out to support children's progress in most areas of learning. However, there are limited opportunities for children to incorporate technology into their play and activities.

Adults' friendly and active involvement in games and activities makes the learning fun and enjoyable. Relationships between older children and those in the early years age range are positive and children play harmoniously together. For

example, older children support younger ones to make 'friendship' bracelets. Children are well-behaved and positive behaviour is rewarded by issuing 'coloured points' which contribute to their 'crews ' overall performance. At the end of each day a 'super star of the day certificate' is awarded to acknowledge individual children's behaviour or 'good work' and the 'crew' with the highest amount of points at the end of the week is given a small prize.

The camp is well resourced and children quickly settle into an activity of their choice on arrival. The children in the Early Years age range have their own base room with a key worker instructor. This exclusive space allows younger children a safe and secure environment for them to settle and for parents to meet the person who is caring for their child.

Children are very eager to participate in a range of age appropriate art and sport activities, such as mini tennis, which develops their physical skills Staff demonstrate how to use the equipment, such as, holding tennis racquets appropriately and balancing the balls. Numeracy is very well integrated within these activities, such as, counting the number of times they hit the ball or the length of time each child has using a piece of equipment. Children have great fun and opportunities for physical exercise are readily available, with the chance play in the swimming pool or ball games outside. The children's personal, social and emotional development is advocated as through all the activities they are encouraged to be good friend, good team player and to achieve independence. For example, undressing and redressing themselves for swimming and to pile their clothes tidily. Children's creativity is encouraged through a variety of activities, such as, clay modelling, painting, playing musical instruments, drama and stories.

Children have lunch provided by their parents or carers. Drinking water is available for children to freely access and they are encouraged to have a drink at appropriate times, such as after exercise. Children learn about the importance of good hygiene as they wash their hands before eating. Staff hold appropriate first aid and lifeguarding certificates which enable them to deal with and treat any injuries or accidents. Children learn about keeping safe as they take part in weekly fire evacuation drills. Good security procedures are in place to prevent unwanted visitors and a record of all visitors to the setting and the purpose of their visit is maintained to help safeguard the children.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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