

# Churchill Summer Camps

Inspection report for early years provision

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<b>Unique reference number</b>	EY391890
<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**

Churchill Summer Camp at Stamford opened over 20 years ago and has been under new ownership since 2009. It is one of two holiday play schemes run by a private provider. The scheme operates from various classrooms, sports halls, the swimming pool and the grounds of Stamford Junior School in Stamford, Lincolnshire. The setting is accessible to all children and they have access to the fully enclosed outdoor play area.

The play scheme is open each weekday for three weeks of the summer holidays and sessions are from 9.30am to 4.30pm, with the option of an early start at 8am and late collection at 6pm. Children may attend for a variety of sessions. The scheme is registered on the Early Years Register to provide 30 places and there are currently 11 children on roll who are within this age group. The scheme serves a wide catchment area. It maintains close links with the school on which it is sited. Overnight care, in the form of camping within the grounds of the school, is offered for a maximum of 8 children aged between 6 and 8 years.

The scheme is also registered to offer care to children aged over five years. This provision is registered by Ofsted on the compulsory part of the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range. There are currently 18 children on roll in this age range.

The play scheme employs four members of childcare staff to work specifically with children in the early years age range. Of these, one holds an appropriate early years qualification at level 3 and three have qualified teacher status. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The setting uses effective self-evaluation procedures to support the continuous review of their practice and to aid them in prioritising improvements. They are therefore able to offer a service which is responsive children's needs. Staff work well with parents and carers, enabling them to obtain a thorough understanding of each child's needs and to ensure that these are consistently met and that children are offered appropriate support in order to be meaningfully included. Staff are fully involved in the activity planning, enabling them to feed children's individual needs and interests into this and thereby ensuring that the activities capture children's interest and enable them to have fun during the holidays. Good procedures for safeguarding children and promoting their safety mean that their welfare is promoted and they are able to play in a safe, secure environment.

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

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

- improve the systems for organisation of the setting by developing further the use of self-evaluation to support ongoing improvements
- provide further resources and opportunities that support children in increasing their awareness of the ways of life, cultures and beliefs of other people.

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

Children's welfare is consistently promoted because staff have a clear understanding of their responsibilities relating to safeguarding children. This area is further supported by the setting's written procedure, enabling staff to identify children at risk and take any necessary action. Robust checks are carried out to ensure that all staff are suitable to work with children. Thorough risk assessments cover all areas and activities, meaning that hazards are minimised and children's safety is promoted. Good daily practice and ongoing explanations from staff enable children to build a clear understanding of safety issues. For example, clear directions from staff mean that children learn to participate safely in activities, such as swimming and foam fencing.

Staff demonstrate a good understanding of inclusive practice. They make sure that they fully understand children's individual needs and are therefore able to offer them appropriate support. The manager regularly reviews the setting's policies and procedures, further supporting them in providing a service which is inclusive for all children and their families. The manager and staff build good relationships with parents and carers. They ensure that parents are well informed of their children's progress and activities, for example, through daily discussions and the use of a digital photographic display, which shows children participating in a range of activities. The setting also works well with others involved in caring for the children. For example, they work with children to produce an 'all about me' booklet which details their activities and favourite sessions at the scheme and can be passed on to school to enable them to update their assessment records.

The play scheme owners are enthusiastic and have practical ideas for the further development of the setting. The ongoing review of their practice means that they have a clear picture of the setting's strengths and weaknesses and can prioritise changes that improve the outcomes for children. For example, recent changes include the introduction of themed activities, thereby offering children further play and learning opportunities. However, the self-evaluation process is not fully utilised to inform the overall review of daily practice and to evaluate the impact of changes made. Children are offered a wide range of opportunities during the holidays as staff make good use of the building and resources. For example, children enjoy using the swimming pool and are able to participate in creative activities, both indoors and outside.

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

Good activity planning and a clear understanding of children's needs during the holidays mean that children are offered an appropriately balanced range of opportunities to have fun and participate in activities that support their learning and development. Staff observe children as they play, making use of these observations to inform the planning of further activities. Children have opportunities to develop their own play and are also encouraged to make decisions about their daily activities. For example, they choose which activities to participate in after lunch. This supports them in taking an active role in their play and learning and in developing positive attitudes to this.

The thoughtful daily planning means that children's play is enhanced and their development promoted. For example, children count, recognise written numerals and solve simple problems as they participate in activities, such as a 'beetle drive' and a treasure hunt, where they solve clues, use points of the compass and count coins. Children are offered appropriate opportunities to find out about living things. For example, they enjoy an activity where they dress up as bugs and then go on a bug hunt. They are encouraged to be active learners and think critically. For example, they use paper and foil to make pirate ships and then test these in water to see if they float or sink, discussing the reasons for this.

Good staff interaction supports children in using language confidently and in developing their communication skills. For example, children create a role play scenario and explain the details of this to a staff member. The use of themed activities not only captures children's imagination but also helps to gently reinforce their learning. For example, during a 'fantasy' theme, children make masks and gingerbread creations and participate in games.

Children are gaining a clear understanding of appropriate behaviour as staff act as good role models, remaining polite, attentive and fair and modelling good manners. They explain to children the implications of their behaviour and encourage them to respect each other's needs and feelings. Children's understanding of diversity is developing as they participate in some specific activities, such as a cooking challenge where they cook traditional dishes from other countries. However, their wider awareness of the ways of life and beliefs of other people is not extended and fully promoted. There are no children currently attending who have special educational needs and/or disabilities or who use English as an additional language. However, the manager and staff are fully aware of the importance of working closely with parents and outside agencies to support children's welfare and development.

Children are encouraged to understand the relevance of healthy lifestyles. For example, they participate in a wide range of physical activities, such as, swimming, foam fencing and the use of a ball pool and adventure playground, noting how this makes them feel warmer and increases their heart rate. Their participation in a variety of activities supports children in learning to share and work together,

developing further skills for use in future life. For example, children make pirate hats, discussing the different techniques for constructing and decorating these.

## 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

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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 compulsory part of the Childcare Register are:

Met