

# Super Camps at King Edward's Pre-Prep School

Inspection report for early years provision

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**Unique reference number**

EY372415

**Inspection date**

17/08/2011

**Inspector**

Marilyn Joy

**Setting address**

King Edwards Pre-Prep School, Weston Lane, BATH, BA1 4AQ

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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 Ltd multi-activity day camp registered in May 2008 and is based at King Edwards Pre-Prep School, which is situated in Bath. Children have use of six classrooms, an art room, hall, dining room and associated facilities. They also have use of the school grounds, apart from the pond area.

This holiday play scheme is registered on the Early Years Register for a maximum of 26 children in the early years age group. It is also registered on the voluntary part of the Childcare Register for children aged from five to 14 years. There are currently up to five children attending in the early years age group each day. The scheme operates Monday to Friday from 8.00am until 6.00pm for four weeks in the summer holidays and two weeks at Easter.

There are four staff working with all ages and one member of staff who has a relevant early years qualification, focuses on working with the early years age group.

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

Overall the quality of the provision is good.

Children are comfortable and at ease in the extremely well organised and efficiently managed scheme. Their health and safety is given the highest consideration. They experience a good range of activities that keep them busy and enable them to develop and practise their skills, while having fun in a safe environment. Staff are dedicated in their care of the children. There are extremely high expectations and a clear capacity for securing continual improvement. Thorough systems of self-evaluation are developing well and most areas for further improvement are recognised and responded to quickly and effectively.

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

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

- extend the variety and independent choice of craft materials and the range of reading materials in order to increase children's creativity, imagination and enjoyment of books
- develop further the arrangements for gathering information about children's interests and capabilities, including feedback from parents to support further development of the scheme.

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

Robust and rigorous arrangements are securely in place to ensure that children's safety and welfare are safeguarded at all times. The staff team have an extremely clear understanding of child protection issues and know what to do if they have concerns about a child in their care. Thorough risk assessments, excellent safety and security measures, as well as vigilant supervision, contributes towards keeping children safe. Comprehensive policies and procedures are implemented consistently. Children are safeguarded through extremely robust recruitment procedures and the successful induction of new staff. The manager supplements the standard staff handbook and induction procedures with additional written materials and staff meetings to ensure staff have an excellent understanding of their roles and responsibilities. Safety is prioritised at all times, which helps children to develop an excellent understanding themselves. All the required documentation is in place and maintained well.

Daily management is exceptionally successful in inspiring the staff team to work towards achieving high standards. The manager continually makes improvements in response to feedback received for example, during the inspection changes were made to the arrangements for serving drinks which enabled children to be more independent. Feedback from head office, regarding recommendations raised during inspections at other Super Camp settings are also quickly responded to. Sessions are evaluated and changes made in accordance with children's individual needs. Self-evaluation processes are developing extremely well and as a result, outcomes for children are continually improving. Questionnaires are sent out at the end of the scheme, although managers are not fully aware of questions or particular responses for this scheme to help with future planning. Activities are well planned overall and follow the Super Camp model. All the necessary resources are organised by the company however, the variety of materials for craft activities and the choice of books for children to enjoy during rest and quiet times are not very exciting or extensive. Indoor and outdoor space is used well and the exciting range of fixed equipment facilitates challenge the children in most areas of development.

Positive relationships are developed with parents. They are extremely well informed about the service provided, prior to their children attending and on a daily basis through discussions with staff and an excellent range of written materials. Superb displays include details of the activities children enjoy, information about the Early Years Foundation Stage and the particular skills that are promoted each day. The manager greets parents each day, which ensures the security of the premises as well contributing towards maintaining all the required documentation, satisfaction of parents and a welcome to all children. Positive comments are received from parents about how much their children enjoy the scheme. Staff work hard to ensure children who are learning English as an additional language, are included and they involve older siblings to help ensure they understand what is expected and their individual needs are met. Partnerships are predominantly created with parents, although there are clear arrangements for liaising with others to support children's individual needs and for linking with the

local authority for advice.

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

A well planned programme provides children with a clear structure to their day and a variety of activities, which cover all areas of their development. They begin their day in the base room, where they get to know staff and other children in their group as they play a variety of games. Before the main programme begins, 'fun time introductions' and 'the camp welcome' ensure they are fully aware of what is on offer for the day and the simple routines they need to remember to keep themselves safe. Time is spent speaking to new parents and finding out about children's interests and their capabilities, because information provided by head office and the registration forms focus on their health and welfare needs rather than including information about their interests and capabilities. In their first week children complete an 'All about me' poster for the picture board which helps staff get to know them. Extremely positive relationships develop because staff are dedicated in their care of the children and have fun with them.

Children are encouraged to collaborate and play cooperatively with each other. They are divided into teams of mixed ages and encouraged to work well for their team. Rewards are gained for success but equally for being polite, considerate and showing care and concern for others. The frequent praise and encouragement children receive boosts their confidence, self-esteem and feelings of self-worth. Most activities have a strong physical element which provides children with opportunities to develop new skills or practice others. Regular observations help staff to identify what children can do and then give them support to improve. Staff are sensitive towards individual children's aptitudes and they find ways to help them succeed. For example, basic football skills are practised in teams as children begin to learn how to kick and dribble a ball. Excellent support enables a child who is not familiar with these skills to have a go. A beaming smile shows how extremely proud she is when she successfully completes her part in the game.

Children's health and well-being is promoted exceptionally well through the excellent support provided. Good hygiene and healthy eating habits are consistently promoted. This enables children to develop an excellent understanding of good routines for themselves. They have innovative opportunities to engage in a wide range of physical activities and gain a secure understanding about the importance of regular exercise, as part of maintaining a healthy lifestyle. They participate in an obstacle challenge where they learn how to climb high bars safely, practise ball skills and develop their hand-eye coordination, which also makes a significant contribution towards developing the control they need for writing. A variety of arts and crafts are organised daily. Children make clay models, create bunting to decorate their base room and build their own kites. They decorate their kites with felt pens and make tails from tissue paper. However, there are few additional resources to extend their creativity further or develop their independence in freely designing their own creations or organising the resources they need. Children are pleased with what they make and are keen to share them

with others.

All children show an extremely strong sense of security and feel safe within the setting. They show an excellent understanding of what is expected and when asked, they eagerly tell others the rules they should follow to stay safe. Excellent planning and clear introductions to each activity significantly contributes towards children showing a mature responsibility for safety when engaging in activities. The high quality interactions with staff and effective support help children learn about the wider world and ensure they are well equipped with the skills they need in order to secure future learning. Children are enthusiastic and gain confidence in their own abilities as they enjoy their play.

## 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	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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	1
The extent to which children adopt healthy lifestyles	1
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