

Camp Beaumont Day Camps (Dunottar School)

Inspection report for early years provision

Unique reference number	EY303783
Inspection date	19/08/2011
Inspector	Ann Moss
Setting address	Dunottar School, High Trees Road, Reigate, Surrey, RH2 7EL
Telephone number	01737 761945
Email	
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

Camp Beaumont Day Camps - Dunottar School, is one of many camps operated by Camp Beaumont Day Camps. The company organises a number of multi-activity day camps in locations across London and the home counties. The Dunottar School venue has been registered since 2005 and operates during school holidays. A maximum of 200 children, aged from three years to under eight years may attend at any one time. The camp caters for children aged up to 16 years. Children are grouped according to age: Playtime - for children aged three to-four years; Multi-Activity Magic - for children aged five to seven years; Multi-Activity Mania - for children aged eight to 11 years and Teen Club - for children aged 12-16 years. Children arrive at camp from 8.30am and may be collected from 4.30pm to 5.30pm. An extended day provision runs from 8am to 6pm. Children have access to extensive school facilities, including a purpose-designed nursery, classrooms, art and drama studios, an indoor swimming pool, sports pitches, tennis courts, dining hall, sports hall and extensive playgrounds and playing fields.

There are currently 280 children, aged from three to 16 years, on roll. Of these, 53 children are in the early years age group. The camp supports children with special educational needs and/or disabilities and children who speak English as an additional language. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

A team of 12 staff and two managers work with the children. The staff team consists of both qualified and student teachers and early years professionals. Six staff members hold recognised first aid qualifications. Camp Beaumont is an approved member of the British Activity Holiday Association (BAHA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The camp offers a welcoming and inclusive provision for children where they enjoy a wide variety of interesting and challenging activities. Children's welfare is mainly promoted well through the implementation of good health and safety procedures. A strength of the provision is its engagement with parents which contributes to children's enjoyment of the facilities. Staff work effectively as teams and encourage a real sense of belonging. They regularly evaluate their practice and work towards continually improving the outcomes for all children.

What steps need to be taken to improve provision further?

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

- develop further staff understanding of their roles and responsibilities in the event of fire or an emergency.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded due to the robust recruitment, vetting and induction procedures that are in place. There is a good collection of well-organised documentation on site and this provides a comprehensive framework for staff to work within. For example, the management team has a named individual responsible for safeguarding children within the setting. Staff have attended training, have a good, up-to-date understanding of safeguarding children issues and are able to implement the safeguarding children policy and procedures well. The camp director makes sure that staff are regularly updated on safety issues through daily briefing meetings. Comprehensive risk assessments are carried out so that any potential risks relating to equipment or activities are minimised. Most staff are aware of their roles and responsibilities in relation to emergency evacuation. Children are kept well-informed of the procedures to be followed if there is an evacuation through their daily briefing session. Staff are particularly attentive to security issues when children arrive and leave the camp. Visitors are requested to sign in the visitors' book and any unknown adult is challenged by vigilant staff. As a result, children feel safe and secure within the setting. Staff are well-qualified in first aid. Children's medical and accident forms are maintained appropriately. All personal information is stored securely, reflecting the emphasis placed on confidentiality.

Staff make good use of the on-site facilities to provide a wide range of activities each day. Children have a choice of three activities in each play session and also enjoy access to more specialised equipment and activities. Examples include swimming and spider mountain (a climbing activity). Various opportunities for whole camp activities such as The Treasure Island Show contribute to children quickly developing a sense of belonging within the setting. Staff are well-deployed. Children are encouraged to feel valued and included through belonging to a particular group with its own base room. Adaptation of resources, the provision of additional adult support, and close liaison with parents mean that children with special educational needs and/or disabilities are able to fully participate in activities.

There is a good range of information available for parents, including details of the activities available and the camp's policies and procedures. Notice boards display information about weekly and daily activities, and any special events or themes. Staff have close relationships with parents and exchange information verbally each day. Parents' views are taken into account when evaluating the success of each activity or theme. The camp's management team monitor and evaluate the whole provision for children, encouraging staff to reflect on their practice from day to day. They work in partnership with other professionals to ensure that the Early Years Foundation Stage is implemented correctly. They are keen to look at ways of developing the use of self-evaluation to encourage further reflection and to set

clearer targets for improvement.

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

Staff use an innovative system of target-setting to encourage children to make good use of the learning opportunities available at the camp. Children are well supported in expressing opinions because staff engage them in decision making. For example, children are asked each week to name a skill they wish to develop and then to discuss their achievements. This system is adapted for younger children using a pictorial display. This means that children can see how they are moving on in their learning and staff can focus on particular learning objectives.

Children have fun and benefit greatly from staff's good humour, energy and enthusiasm throughout the day. They laugh, chatter and are eager to participate in activities such as 'wide games' and 'wacky races.' They design and create, either using their own ideas or developing those of others as they explore paints and collage materials.

Children enjoy varied opportunities to be physically active and benefit from fresh air and exercise as they participate in both indoor and outdoor activities, such as archery. They confidently link in with others, build relationships and learn to work together as a team. They share thoughts and ideas and develop skills for the future as they try out new activities, such as map reading as part of a treasure hunt activity. This activity supports children's growing ability to manage their emotion. For example, they feel excitement, manage disappointment and share in the success of others. Staff are alert to children's changing interests and the way they respond to new experiences differently when they are in a happy, sad or reflective mood. They provide examples of how other children have responded to experiences helping them to make links and connections. Children develop close relationships with staff and enjoy much praise, which boosts their self-esteem. As a result children gain confidence and acquire useful skills for the future.

Children are actively encouraged to develop an awareness of how to stay safe. For example, they are taught how to use equipment safely, they devise safety rules, help staff carry out risk assessments and talk with staff about safety issues. The staff are skilled at helping children to learn about safety without stopping reasonable risk taking. Children are well-supervised and aware of their boundaries. Staff collaborate with children in developing rules and explain issues and choices clearly so that children understand and behave responsibly. They use a particular command very effectively to gain children's attention. They enthuse children as they move around the site through the singing of team songs. Swimming sessions are well-organised with life guards on duty so that children feel safe. Healthy eating is promoted through discussion and leaflet information highlighting healthy eating options for packed lunches. Children are reminded to drink at regular intervals to avoid the risk of dehydration. Staff are attentive to children's dietary needs, for example taking care to check on allergies and ensure children do not share packed lunches. Children are encouraged to have a quiet time after lunch so

that they are ready for the afternoon. Their sessions at camp are particularly beneficial in teaching children to adopt healthy lifestyles.

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 compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met