

Camp Beaumont Day Camp

Inspection report for early years provision

Unique reference number 122451
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Type of setting Childcare - Non-Domestic

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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 Camp is one of several day camps run by Camp Beaumont Day Camps Ltd. It opened in 1995 and operates from within the grounds of Claremont Fan Court School in Esher, Surrey. Children use various areas within the school and grounds. All children share access to outdoor play areas.

The day camp is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 348 children from three years to under eight years may attend the day camp at any one time, of these 48 may be in the early years age group. There are currently 78 children in total on roll, of these 20 are in the early years age group. The day camp is open each weekday from 8.00am to 6.00pm during school holidays.

The day camp and nursery employs 14 members of staff. Of these, three hold appropriate early years qualifications. They offer a transport scheme collecting children from different parts of London.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and involved in a range of activities linked to an overall theme. They have some choices in the activities they participate in, although staff do not always provide additional resources for children to make independent choices in their play. Ofsted have not been notified of changes to the manager and requirements with regard to the manager's qualifications have not been met. However, these do not directly impact on the children. Staff have not used self-evaluation effectively to identify the breach in requirements, or some areas for improvement, such as some staff's up-to-date knowledge of safeguarding issues and children's access to drinking water. However, some recommendations from the previous inspection have been met, demonstrating a suitable capacity for continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that there is a manager with a full relevant level 3 qualification working directly with the children (Suitable People) 25/11/2011

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

- make sure that staff have an up-to-date understanding of safeguarding

issues

- review the organisation of resources to enable children who do not want to participate in adult-led activities to engage in child-initiated play
- develop further children's understanding of healthy practices by enabling them to access drinking water independently at all times.

The effectiveness of leadership and management of the early years provision

Key staff demonstrate good knowledge of protecting children from harm and neglect. Some of the unqualified staff do not have an up to date understanding of safeguarding children issues, although they know to report any concerns regarding children's welfare to the manager. There are clear recruitment and vetting procedures in place to enable management to assess staff suitability. Staff also attend an assessment day. However the provider failed to notify Ofsted of a change to the person who is managing the provision. It is a legal requirement to do so. On this occasion Ofsted does not intend to take further action. In addition the manager does not hold a relevant level 3 qualification which is a breach of a specific legal requirement. However, in this case because the manager has been vetted, and demonstrates good understanding of the Early Years Foundation Stage the impact on the children is minimal. In addition she is in the final year of her teaching degree. The day camp meets the ratios for qualified staff, other than the manager. Risk assessments are completed which help staff to create a safe and secure environment.

There are some systems in place to monitor and evaluate the day camp. Children talk about activities they enjoy and help plan for the following day. Staff are encouraged to evaluate activities daily. Parents are asked to share their views and this information is used to improve outcomes for children. However, some key areas that require development are not always identified and addressed.

The day camp provides children with a range of play and learning opportunities. They have some choices at different times during the day. For example, there are options of outdoor team games or indoor parachute play. Later in the day children choose between football and colouring. However, some children are not always actively engaged in the activities and staff do not always respond appropriately when children seek help.

Staff develop positive relationships with parents and there are some systems to share information with them. For example, staff complete a small card detailing what the children have been doing during the day. This ensures parents who are not collecting their children from the day camp receive comments about their child's day. In addition parents receive emails that keep them updated with information about the day camp. Parents spoken to as part of the inspection, say their children enjoy attending the day camp and any issues parents have been concerned about have been dealt with positively. The day camp builds appropriate relationships with some schools that the children attend and gather information about children's welfare needs.

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

Children enjoy their time and they have the opportunity to participate in different activities throughout the day. However, some activities are more popular than others. Some children thoroughly enjoy the 'Wake and shake' session at the start of the day which promotes children's physical development and fitness levels. Staff are extremely enthusiastic, encouraging the children to perform various actions to well known songs. However, some children do not wish to participate in these adult-led activities and there are no other resources available for them to engage in child-initiated play. Children are developing positive relationships with the adults and the other children. Several children enjoy pretending to be 'Mummy' and 'Baby' in the role play area with a member of staff. Others choose to develop their own games, some using the equipment and others playing with cards they have brought from home. Children learn new skills as they drive carts around an inflatable track, they demonstrate increasing control as they turn corners. Some children are unable to stop and require support from staff.

Some staff are more skilled than others at involving children in activities. For example, during parachute play children become bored and wander off. Some staff do not recognise they need to change the activity to motivate the children until it is addressed by management staff. Other staff join the group and play more energetic games such as stuck in the mud.

Children follow suitable hygiene routines, washing their hands at appropriate times. Children benefit from plenty of fresh air and exercise. There is water available at different places around the site; however, at times when children have been involved in physical play they are not able to access water without adult help. Children learn about safety through regular discussions. At the start of the day staff talk about 'stranger danger' and remind children that staff wear coloured tops and are easily identifiable. They explain to the children not to approach adults that are not familiar to them. When using the equipment children are reminded of the safety rules to promote their understanding of keeping themselves safe. Children participate in a fire drill to enable them to become familiar with what to do in an emergency. Their behaviour is appropriate for their age and stage of development. Children are encouraged to develop the rules of the day camp to help them in understanding the boundaries and expectations. Staff reward children's good behaviour and achievements with certificates boosting children's confidence and self-esteem.

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

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|--|---|
| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 3 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| The effectiveness of safeguarding | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships | 3 |
| The effectiveness of the setting's engagement with parents and carers | 3 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 3 |
| The extent to which children feel safe | 3 |
| The extent to which children adopt healthy lifestyles | 3 |
| The extent to which children make a positive contribution | 3 |
| The extent to which children develop skills for the future | 3 |

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Met

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure that the manager has a qualification at a minimum of level 3 in a relevant area of work (Qualifications and training).

25/11/2011