

# Barracudas Activity Camp

Inspection report for early years provision

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**Unique reference number** EY222697  
**Inspection date** 25/08/2009  
**Inspector** Patricia Mary Champion

**Setting address** Hutton Manor School, Rayleigh Road, Brentwood, Essex,  
CM13 1SD  
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**Type of setting** Childcare - Non-Domestic

## 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.

## Description of the setting

Barracudas Activity Camp is one of 26 holiday schemes run by Young World Leisure Group Limited. It opened in 2002 and operates from the hall, swimming pool and art and craft room of Woodlands School, Hutton Manor. The holiday scheme also has use of six classrooms as base rooms. All children share access to secure gardens, playgrounds, playing fields, tennis courts and a marquee for outdoor play. A maximum of 120 children aged under eight years may attend the camp at any one time. The camp opens five days a week during the spring and summer school holidays. Operating times are from 8am until 6pm.

There are currently 119 children aged from four to 15 years on roll. Of these, 18 children are in the early years age group. Children attend for full day care. The camp serves the local and wider communities. The setting supports a small number of children who have learning difficulties and/or disabilities or who have English as an additional language. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The camp employs 20 staff, of whom five of the staff, including the manager, hold teaching qualifications. There is one member of staff with early years experience and there are five staff with Qualified Teacher Status. There are four staff currently working towards a teaching qualification. Lifeguards and specialist sports instructors are also employed. The setting receives support from the local authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good, with some outstanding aspects. Children really enjoy their time at the activity camp because they are provided with a wide range of fun experiences within an extremely safe and stimulating environment. The dedicated staff team ensure that all children feel included and their unique needs are met. Children and parents are consulted about many aspects of the provision. The management team have a good understanding of the camp's strengths and areas for development and are able to effectively demonstrate how they have made improvements and raised children's achievements.

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

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

- continue to support the quality improvement processes in the setting and consistently ensure that there are high aspirations for every child in the early years.

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

- ensure that half of the staff hold a full and relevant level 2 qualification as defined by the Children's Workforce and Development Council (Suitable people) (this also relates to the compulsory part of the Childcare Register).

31/12/2009

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

Children's safety, welfare and learning are enhanced by the effective organisation of many features of the provision. The management of the camp work together as a cohesive and committed team and this enables the assistant manager to step in and capably cover in the absence of the manager. Children experience an excellent level of supervision and direct attention to ensure that individual needs are met. The management and staff team have a very clear understanding of child protection procedures. Documentation such as the safeguarding policy and guidelines from the Local Safeguarding Children Board (LSCB) are easily accessible and support the staff in protecting children from harm. Children are also protected by the thorough security procedures in place. All visitors to the site are closely monitored and CCTV is in operation to alert the management when people arrive. Comprehensive risk assessment covers all the activities the children participate in as well as the areas of the premises and the equipment they use.

All the regulatory documentation is in place and is regularly reviewed. Every member of staff attends a thorough induction programme that covers the essential core childcare skills. Although there are qualified teachers working on site, most do not have early years or primary teaching qualifications or experience. Consequently, the specific welfare requirement of the Early Years Foundation Stage (EYFS) regarding qualification levels is not met.

The management team of the camp regularly review practice and the activities and add to the self-evaluation undertaken by the organisation. By rigorous monitoring and analysis of the results from inspections of other settings the camp management team set effective targets for improvement. Questionnaires are adapted so that children of all ages can contribute to the evaluation process. The staff are fully committed to working closely with parents and prioritise opportunities to get to know the parents and children well. Each day the early years coordinator makes a point of being available to talk to parents about their children's development. Progress records and certificates of achievement are also shared. Parents also receive information before their children start attending the camp and a wealth of notices are displayed about special events and activities. Good links have been developed with the host school to enhance children's learning.

## **The quality and standards of the early years provision**

Children are cared for on a very comfortable and exceptionally well-organised school site. An extremely welcoming environment is created in the children's base room. This room is imaginatively decorated with colourful posters, notices, labels and examples of the children's artwork and has a cosy area for children to relax and zones linked to each area of learning. Plenty of games, books and toys are provided to challenge the children and give them opportunities to acquire new knowledge and skills. Children relish being active in the open air. They enjoy free-flow play between their base room and the small garden. The hall, alternative gardens and playing fields are used exceptionally well to give children opportunities to move and play on a larger scale.

Children are actively encouraged to make choices, become independent and take decisions for themselves. Visual prompts and timelines help children to learn about the camp's routine. Children who speak English as an additional language are respected and fully integrated within the camp. Their individual needs are superbly acknowledged and met by staff. All children have the opportunity to learn new languages by learning songs, counting at registration or writing captions in other languages for welcome notices. Key workers observe and assess the children's achievements as they learn through play. The staff team evaluate and plan for the next stage for each child. The methods of assessment are constantly reviewed to ensure that more aspects of the EYFS are taken into consideration.

Children are encouraged to play imaginatively and use resources creatively. For example, when children play with bats, balls and hoops, they describe how a certain colour hoop gives people legendary powers as a super hero and the staff are invited to join in the game. In art and craft staff give children the initial idea and provide a variety of materials or children collect leaves and natural items from the school grounds so that they produce highly individual pictures. Children move expressively with delight to music as they play games such as statues and musical bumps and sing with gusto as they walk from their base rooms to the activity areas.

Children experience a rich array of experiences which enable them to develop an excellent awareness of the benefits of a healthy lifestyle and diet. At snack and lunch times a fruit shop opens where a variety of different fruit are beautifully presented to tempt the children. Both staff and children are extremely mindful of the effects of warm temperatures. They all carry water bottles to each activity, sun lotion is frequently applied and children wear sun hats. Children run energetically on the playing fields and competently demonstrate their agility and football and cricket skills. Swimming activities and intensive lessons are safely organised and young children quickly develop confidence in the water.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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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:

Not Met (with actions)

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:

- take action as specified in the early years section of this report (Qualifications and training). 31/12/2009

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

- take action as specified in the early years section of this report (Qualifications and training). 31/12/2009