

# Super Camps at Talbot Heath School

Inspection report for early years provision

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**Unique reference number** EY430908  
**Inspection date** 20/12/2011  
**Inspector** Dinah Round

**Setting address** Talbot Heath School, Rothesay Road, BOURNEMOUTH,  
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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Super Camps at Talbot Heath School registered in 2011 to care for children aged four to under eight years. The camp also provides care for children up to age of 14 years. The camp operates from Talbot Heath Junior School and serves the local community. The camp offers multi-activity camps that include arts, sports and crafts. Children have access to the nursery rooms, playground, sports hall, swimming pool, playing fields, the extensive grassed areas on the grounds of the site and two art classrooms in the Senior School.

Super Camps is registered on the Early Years Register to care for 36 children at any one time. Children attend for a variety of sessions. There are currently 22 children on roll, of these, eight are in the early years age group. The provision is also registered with Ofsted on the voluntary part of the Childcare Register.

The camp opens five days a week during school holidays from 8am until 6pm. A total of three members of staff work with the children, although staff numbers vary to meet ratios dependant on child attendees. The staff member working with the early years children has Qualified Teacher Status.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are welcomed into a friendly and relaxed environment. Detailed information is obtained from parents via Supercamps head office to help staff care for children's individual needs. Children take part in a varied range of planned sports and play activities, which keep them occupied and interested. However, activities are generally adult-led, providing little opportunity for children to initiate their own play both indoors and outdoors. Children's health and safety is suitably supported overall. Although, at times security measures are not effectively maintained, and a first aid trained member of staff is not always present, which are specific legal requirements. There are satisfactory systems in place to evaluate the quality of the provision and reflect on areas for improvement for children.

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

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

- make sure that at least one person who has a current paediatric first aid certificate is on the premises at all times when children are present (Safeguarding and promoting children's welfare) 29/12/2011
- take steps to prevent intruders entering the premises (Safeguarding and promoting children's welfare). 29/12/2011

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

- review organisation of activities, to make sure children have regular access to both adult-led and child-initiated play
- provide as much opportunity as possible for children to access the outdoors, to maximise children's enjoyment and learning experiences.

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

Staff follow the Supercamp's policies and procedures to make sure that the required records are maintained to support children's individual needs. Clear recruitment and vetting procedures are in place to check the suitability of staff to work with children. Staff have a sound understanding of safeguarding issues and know procedures to report any concerns about a child in their care to senior staff. Staff complete a risk assessment for all areas children come into contact with, to help identify and minimise any potential hazards to children. However, in practice, security measures are not always followed through to safeguard children. At times, staff do not take effective steps to make sure that unauthorised visitors are not able to access the premises, as an external door to the premises is left propped open. This is a breach of a specific welfare requirement.

Staff set up the hall and other defined areas with a suitable range of play and sports activities. The different age groups of children are divided into 'explorers' and 'vikings'. Generally separate areas are organised for the different groups to enable children to access age-appropriate resources and play safely. Staff listen to children, and make sure that children integrate fully and are involved in the activities. Children have use of the outdoor play area at certain times during the week, which means they get some fresh air and exercise. However, the space is not used daily for outdoor activities to maximise children's enjoyment and outdoor experiences. Staff work together as a team to make sure the sessions run smoothly. Most staff attend a pre-site meeting before the beginning of the Supercamp activity week. This supports staff in understanding their roles and responsibilities. A qualified early years coordinator is employed to work with the younger children. However, at times, there is no member of staff present who has a first-aid certificate, which is a specific welfare requirement. Staff use suitable systems at the end of the week to discuss the activities, reflecting on what worked well and what could be improved. This information is fed back to head office to help the management review how improvements can be made for children.

Parents are provided with good information about the provision. This is through access to the Supercamp's website, notices on site detailing the holiday activities, and the daily informal discussion with staff. Clear information about children's individual needs is obtained from parents via head office when they register their children. This is passed on to staff working with children at the site to help staff support children's individual needs and work in partnership with parents. Children's work is proudly displayed, this gives them a sense of belonging and a feeling of

pride. Parents are encouraged to share their views about the provision, this includes providing feedback about any staff member they feel has gone above and beyond the call of duty.

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

Children have an enjoyable time at the camp. Staff interact with children in a warm and friendly manner, and children relate well to adults and their friends. Planning is divided into activities for the different age groups of 'explorers' and 'vikings'. This provides children with a suitable range of sports and arts activities over the period of the week that cover all areas of learning. However, planning is structured, and staff do not allow flexibility to enable children to make decisions about their play. For example, when children ask to paint, they are told that the painting activity is on the following day. The provision of mainly adult-led activities limits opportunities for children to initiate their own play and follow their interests. Staff manage children and their behaviour appropriately. Children receive regular praise and encouragement, which helps to build their confidence and self-esteem. They show consideration towards others during their play, for example, they wait patiently to have a turn on the roller racers.

Children actively join in the various adult-led games to promote their physical development. They show appropriate control as they steer the roller racers around the different cones and cooperate well as they participate in the team games. An obstacle course devised by staff is suitably geared to children's abilities. Although, staff do not encourage children to contribute ideas or suggestions to actively involve them in the decision making and extend their learning. Children have access to a satisfactory range of arts and crafts materials over the week. For example, one day they are able to explore clay and on another day they take part in painting or colouring activities. When drawing and colouring-in their pictures, children listen and talk to each other, sharing information about what they are drawing.

Children develop a sense of how to stay safe in the setting. Staff remind them of the emergency evacuation procedures, and children know what they do when taking part in a fire drill. Children receive gentle reminders from staff to help keep safe when moving between the different areas. Children learn to wait for others so they can all walk together, and to hold onto the banister when walking down the stairs. Children show an understanding about healthy lifestyles and follow appropriate personal hygiene routines. Staff talk to children to raise their awareness of healthy foods encouraging children to eat their fruit before their crisps. During the daily group discussion staff remind children of the importance not to share their food with others, which contributes towards keeping children healthy.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	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	2

### The quality of the provision in the Early Years Foundation Stage

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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 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 voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure that at least one person who is caring for children has an appropriate first aid qualification (Welfare of the children being cared for)

29/12/2011