

# Camp Beaumont

Inspection report for early years provision

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**Unique reference number** 147514  
**Inspection date** 14/02/2012  
**Inspector** Victoria Vasiliadis

**Setting address** Mill Hill School, The Ridgeway, London, NW7 1QS

**Telephone number** 0870 609000 or 7724 223

**Email**

**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).

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 was registered in 1993. It operates from three sites affiliated to Mill Hill School. The care of the early years children is provided in a purpose built nursery located in Grimsdale House, whilst the Belmont School and Mill Hill Preparatory School site cater for children within the later years age range. The setting runs during the school holidays and is open Monday to Friday from 8.30am to 5.30pm, with an extended service from 8am to 6pm. There is an enclosed outdoor play area for the school nursery site.

The setting is registered to care for 250 children under 8 years, with no more than 50 children within the early years age group, and of these, none may be under 3 years. There are currently nine children on roll within the early years age range. Children in the later years age range are also in attendance. The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

The setting employs 12 staff within the camp. However, four of these staff work directly with the children in the early years and later years age range, and of these, three hold appropriate qualifications.

The setting is a member of the British Association of Holiday Activities.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children have the opportunity to engage in a variety of age appropriate and fun activities within a safe environment. Staff are clear of their responsibilities and are enthusiastic about their roles in supporting the children's play and learning. The setting has effective methods in place to work with parents and others to ensure consistency of care. The staff work well with the parents and children to find out about the children's interests, likes and dislikes and plan accordingly. Children are provided with opportunities to learn about equality, but the setting continues to work on building their resources to reflect diversity. The processes for reflective practice are ongoing and the setting continues to work on areas for development. Subsequently the capacity to maintain continuous improvement is good.

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

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

- provide posters, pictures and other resources that depict positive attitudes of disability, and ethnic, cultural and social diversity so that children and families

- recognise that they are valued.
- review the environment and the resources after each session so that the children's experiences are reflected upon

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

The setting is well organised and the staff work well as a team to provide a safe and secure environment. There are robust procedures in place to ensure that those adults whose suitability has not been checked do not have unsupervised access to the children. In addition, the setting ensures that there are appropriate recruitment procedures in place. For example, Criminal Record Bureau disclosures are obtained for all adults working directly with the children. Staff are well deployed to ensure children are appropriately supervised and supported and routines run smoothly. Daily risk assessments are conducted on the premises both indoors and outdoors, this ensures that children are not exposed to hazards and appropriate records maintained. Staff are clear of the possible indicators of abuse and the procedures to follow should they have concerns and there is a designated person in place to deal with safeguarding issues. All children wear name badges and the staff wear distinctive clothing so that all can be easily identified. In addition, visitors to the setting are monitored and required to sign in using the visitors' log. Subsequently children's safety and welfare is well promoted.

The setting works with their local authority and The British Activity Holiday Association, as a means of reflecting on their practice. They take on board any recommendations made in order to improve outcomes for children. For example, they are aware of the need to improve the children's access to resources that are reflective of the wider community. All of the recommendations identified at the previous inspection have been met, which has improved children's safety and well-being. The views of parents are sought through the feedback forms. And, the setting has taken on board issues raised by parents. For example, some parents had noted difficulties in locating the setting. As a result, they updated their information to make getting to the site clearer. The setting seeks the views of the children. For example, each child has their own 'Camp Beaumont passport' where they can record what they have enjoyed each day and what they want to do the following day. As a result outcomes for children are likely to continue to improve.

There is a strong sense of fun throughout the camp, among both the children and adults. Overall, children are provided with a good range of activities and resources that are fit for purpose, well utilised and which complement their learning.

The setting successfully supports the differing needs of children and their families. This is a result the effective systems in place to promote partnership working with parents. For example, there is a comprehensive website available where parents can access information about the setting, what activities are provided and the settings policies and procedures. Parents are provided with a 'mini timetable card' which provides them with information about activities their child has taken part in during the course of the day. In addition, parents are encouraged to contribute to the 'Camp Beaumont passport' by providing information about what the child does

at home. The setting has established positive links with some of the local schools. For example, they provide the schools with newsletters and if appropriate they will follow through some of the themes that the school are doing such as, winter projects. In addition, the setting is aware of the need to work with other professionals, in order to meet the needs of children with identified special educational needs and/or disabilities.

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

The setting offers children a child-friendly environment, where everyone is equally valued. Staff form good relationships with their key group children, who are organised by age and ability. In addition, staff are well deployed to ensure that the children are well supported in their chosen activities. The children are provided with a wide range of activities and resources that offer them challenges and which are fun. However, at times some activities are not sufficiently organised to best promote the children's experiences. The setting works well with the parents to find out the children's likes and dislikes and interests. In addition, many of the children are very confident in expressing their interests and what resources they would like to play with. For example, children state that they want to take part in a face painting activity whilst others state they wish to listen to stories. The children also use the 'Camp Beaumont passport' to record through words or pictures what they have enjoyed and what activities that they want to take part in. For example, some children state that they wish to go swimming, this is then incorporated into the child's next day. As a result, the setting is able to plan effectively in order to build on the children's interests, skills and suggestions.

The children are well supported in developing skills for the future. For example, children's communication skills are fostered as adults engage them in conversations, and the children eagerly talk about their interests and their home lives. Lots of positive language is used by staff to praise the children's achievements and efforts. In addition, the children are awarded with certificates which they proudly show to each other and adults. This supports the children's feeling of being valued and fosters their emotional well-being. Most children make friends easily and show a respect for each other. For example, children who recently met at the setting have already developed friendships, and are observed playing together during the course of the day. Children learn about the wider world in which they live through the activities provided. For example, children design flags from around the world and previous projects have focused on the different countries competing in the Olympics. The children have access to some resources that are reflective of diversity such as, books. This however is an area that the setting continues to develop.

Children's health is given due consideration. They learn about the affects that exercise has on their bodies and have many opportunities to partake in team sport games. Relevant information is obtained from parents in respect of the children's health and dietary requirements and a 'no nuts' policy is adopted. Children are consistently reminded to access drinking water, particularly after rigours physical

activities. The children are cared for in a safe and secure environment and are learning the importance of how to keep safe. For example, children know that when walking up and down the stairs that they must hold onto the railings and walk in single file.

## 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	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

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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	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