

Barracudas Activity Camp

Inspection report for early years provision

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Inspector

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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

Barracudas Activity Camp is one of 28 holiday activity day camps that are registered under Young World Leisure Group Limited. It was registered in 2005 and runs in Farlington School in Horsham, West Sussex. Children have access to a base room, arts and crafts room, dining hall, all weather surface court, sports hall, field, tennis courts, theatre, fencing room, and separate toilets. The camp is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register to care for a maximum of 120 children aged from four years to the end of the early years age range at any one time. There are 14 children on roll in the early years age range. The camp is open each weekday from 8.00am to 6.00pm, during Easter and for four weeks during the Summer school holidays, excluding bank holidays. Twelve staff are employed to work at the camp, of whom two work directly with the early years age group. Some staff hold specialist activity qualifications. There are additional staff available if required to ensure ratios are met. The manager has a primary teaching degree and other staff are working towards appropriate qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are well met, due to the good communication and partnership with parent's and effective staff team work. Staff are motivated, enthusiastic and respectful towards the children. Top priority is given to promoting children's welfare, health and safety. The organisation makes good use of self-evaluation processes that embrace children's, parent's and staff views about the camp. These are used to make on-going continuous improvement to most aspects of the provision.

What steps need to be taken to improve provision further?

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

- improve the opportunities for children to express their creative ideas through independent access to a wide range of resources
- provide positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities.
- improve the range of resources that can be used in different ways to facilitate children's play and exploration

The effectiveness of leadership and management of the early years provision

Staff have an excellent knowledge of child protection procedures approved by the Local Safeguarding Children Board. They fully understand their responsibility to protect the welfare of the child. There are effective systems in place to ensure that all staff are suitable to work with children. Children are extremely well supervised at all times. For example, on arrival they are escorted to the main base area, to all activities in different areas of the premises and to the toilets. All staff complete risk assessments and in-depth safety training as part of induction events, before each camp commences. They check equipment daily, for example, the trampoline and the archery resources and the manager completes a tour of the premises. Children are given a safety talk at the beginning each day and instructions prior to taking part in physical activities. This includes the identification of areas of the provision that are out of bounds.

Since the last inspection, the introduction of robust consultation processes, has enabled the provision to identify and implement improvements suggested by staff, parents and children. Leadership and management actively respond to staff suggestions and seek the views of children and parents, through the use of 'you said we did' forms and questionnaire's. Consequently, most outcomes for children are consistently improved. The provision has met the recommendation made at the last inspection. Staff are well organised and work well as a team. Children have access to a very good range of physical activities, both indoors and outdoors. However, the range of resources that are available during free play times, do not always provide children with sufficient challenge. This restricts the opportunity for them to use resources in different ways. Children's individual needs are well met. Staff act as good role models, value differences and take account of children's different needs and expectations. However, there are limited resources that provide positive images to challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities. This restricts children's awareness of diversity.

Staff plan a wide range of physical activities that complement what children learn in other early years provision and extend their individual abilities. They are receptive to children's contributions when they talk about what they learn in school. Staff have a good knowledge of children's individual needs through sharing information with parents. For example, a registration booklet asks parents to identify how children feel about attending the camp and any help they may need. Parents receive a monthly e-mail throughout the year and a brochure with new activities. Parents make positive comments about the provision. For example, they say 'It is really well structured and organised, children have lots to do, they are kept well occupied and we are given lots of information before the club starts'. ' Yesterday, my child was singing all the way to the club'.

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

Staff plan a wide range of activities that build on children's interests and skills and encourage their independence and social interactions. For example, they take part in football, fencing, kwik cricket, table tennis, baseball, circus skills, tennis, drama and learn to construct a tent as part of a team. Staff embrace the choices that children make and always try and accommodate the activities they want to do. They respond to children's questions about activities, which means children can make an informed choice. All children have the opportunity to take part in popular activities, such as, go carting and trampolining.

Staff motivate children and involve them in activities. They know when to intervene and when to leave children alone. They interact with children, talk with them, engage in positive and humorous conversation and support them with setting up and using resources during free play times. Consequently, children show good concentration and persist with achieving their aims. On arrival at the provision, children are greeted individually by a member of staff dressed in a colourful Barracuda outfit. Consequently, they feel reassured and happy to enter the camp. Children are well behaved and fully involved with creating the rules. Staff use registration time to talk about the choice of activities for the day. They play a 'name game', so that children get to know each other and if they have not previously attended the camp, they are given a 'buddy'. Consequently, children quickly settle and make friends. Children show great enthusiasm for everything on offer and are keen to share their ideas with staff and show them their creations.

Children show excellent self-confidence and enthusiasm as they take part in large group discussions. They explore the local environment whilst taking part in nature trails in the camp grounds. Children have good opportunities to develop their physical skills. They build their technique, and with continued feedback and visual prompts, increase their body control and obtain a good height when jumping on a trampoline. Children take part in games in the outside play areas, such as mini Olympics. They jump over poles, run races and develop their co-ordination as they throw large foam arrows. Staff keep children motivated by using a team scoring system.

Children show creative skills as they draw pictures, for example, of a pirate ship for a forthcoming display. Staff run 'get creative' sessions linked to a weekly theme, where activities include making masks, sea collages and pirate hats. Children collect leaves and acorns in the environment for printing activities and have access to paint, glue, clay, salt dough and drawing materials in the art room. However, these resources are not made easily accessible throughout the day, which restricts the opportunities for children to be independently creative.

Children have excellent opportunities to be active. A 'five a day fruit challenge' record is used to encourage healthy eating. The pre-information pack for parents has suggestions for healthy packed lunches. Staff ask parents to ensure children are provided with enough food and snacks, which means they have nutritious meals throughout the day. The camp runs a mobile fruit shop, from which children can buy fruit during break times. Staff use a checklist to remind children to drink

regularly and remain hydrated, particularly as they are very active. Children are protected from the risk of cross infection as they learn about good hygiene practice, through the use of signs and staff reminders. Children are exceptionally well supervised, which means they feel safe and secure. Their security is fully maintained, as staff involve them in roll call games and explain how this maintains their safety. Staff receive specialist training in teaching children to use all equipment safely. For example, they involve children in practicing movements on the hall floor, before using the enclosed trampoline. Consequently, children show confidence as they stretch their own capabilities and learn how to jump and stop safely. All children learn what to do in the event of an emergency. On their first day, they take part in weekly fire drills and a tour of the camp. The procedures are discussed each day at registration, which means that children know what to do in the event of a fire.

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	1
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	1
The extent to which children adopt healthy lifestyles	1
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