

Super Camps at Brighton and Hove School

Inspection report for early years provision

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Setting address	Brighton & Hove Junior School, Radinden Manor Road, HOVE, East Sussex, BN3 6NH
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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

Super Camps at Brighton & Hove High School is one of 80 holiday play schemes run by Supercamps. It opened in 2006 and operates from the school's gym, arts and crafts room and dining hall within the school building. Children also have access to a range of safe and secure outdoor play areas within the school grounds. The play scheme is open each weekday from 8.00 am to 6.00 pm during some school holidays.

A maximum of 80 children may attend at any one time. There are currently three children on roll in the early years age range. This provision is registered by Ofsted on the Early Years Register and the voluntary part of the Childcare Register. There are four members of staff, two of whom hold appropriate early years qualifications to at least NVQ level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff and management team continually review their provision to identify what they do well, demonstrating their capacity to maintain continuous improvement. They provide a fun and interesting program of activities within which children can make some choices about what they do. Resources are provided to ensure all children can take part and mostly promote children's awareness of themselves and others' in the world. Relationships have been developed with parents and are valued as providing good partnership working to support the children.

What steps need to be taken to improve provision further?

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

- providing more positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities
- providing more opportunities for all children for self-chosen activities and for choices within adult-initiated activities.

The effectiveness of leadership and management of the early years provision

Policies and procedures are in place to guide staff in how to proceed if they have concerns about the welfare of a child attending the play scheme. All new staff have a thorough induction during which these are introduced and explained to them. The new staff are vetted and cleared as suitable to work with children and visitors to the setting are clearly recorded. Risk assessments are completed of all areas used and repeated when changes occur so staff know the premises are safe

for children. For example, when workmen are present in the school, staff conduct an additional risk assessment and review their practice to ensure children continue to be supervised and safe. At the beginning of each holiday the children experience evacuating the premises in case of an emergency, that also highlights any potential problems. The equipment is all good quality and regularly checked to make sure it is in good condition. When items become damaged or worn, they are replaced so children are able to play safely and how the game was intended. Additional adults are welcomed if required, to provide the level of support appropriate for any children who may need it. The activities are adapted to make sure every child who wants to can join in if possible. Staff promote equality of opportunity through positive role modelling respectful behaviour. However, there are limited resources available to provide positive images and raise children's awareness of diversity. Good relationships are established with parents and information is passed to them about what the children have done each day. The programme of events is displayed so they know what the children will be doing and their comments and feedback are encouraged. The staff evaluate each session to see what the children enjoyed. The recommendations set at the previous inspection have been addressed which demonstrates the settings commitment to ongoing improvement. The play scheme have no contact with the schools the children attend to exchange information about what they have achieved. They are however, happy to work with any other professionals' involved in supporting the children's development.

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

Children enjoy a wide range of activities that are planned to provide great fun as well as challenge. Many activities involve being active and being part of a team, such as football, cricket and tug-of-war. Children cooperate well with each other, readily sharing and taking turns. For example, when children are using all three roller racers other children happily volunteer to push them until they have their turn. The children are divided into age groups for much of the time so the activities are suitable for those in each group. Children can choose to swap if they prefer the other group's activity, although when there are small numbers of children attending they all join to form one group. This reduces the opportunity for children to make many choices about what they prefer to do. The weekly plan of activities includes all six areas of learning so that children benefit from continued learning and development in line with the principles of the Early Years Foundation Stage in an informal, play-based environment.

Children are well supported by the staff who lead and join in with the fun and games. For example, when they all take turns to run under the parachute as it is lifted high in the air, then get pulled underneath it by the child shark! Staff and children all pull equally puzzled and curious faces as they whisper words to their neighbour under the parachute during Chinese whispers. Many activities are taken outside to benefit from the fresh air and additional space in the secure grounds of the school setting. Children and staff make great friendships from which they all gain. Younger children copy and learn from the older children who in turn are

happy to support and include them in what they are doing. For example, when some older children sit to plait friendship bracelets, they show the younger children how to do them. Some activities help develop children's self-esteem and confidence in a group such as cheer leading. They practise the movements and routines, each having their own action to complete until the final performance on the stage. Each child creates a letter with their arms as they chant, they move backwards and forwards in time until the climax of a cartwheel is performed and they all applaud their great achievement.

Children and staff sit together to enjoy eating their own packed lunches. They discuss what they have and chat sociably as they eat while staff make sure the children eat well. Children wash their hands routinely in between activities, toileting and meals with staff accompanying them to make sure they are supervised. Children's safety is paramount with guidance being offered before many activities about the rules and how to keep each other safe. Staff are vigilant to prevent accidents, for example, reminding children to do up their shoe laces. At the beginning of each holiday, they practise safely evacuating the building so the children attending are familiar with the procedure.

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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	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	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 voluntary part of the Childcare Register are:

Met