

Barracudas - Haileybury

Inspection report for early years provision

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Inspection date	12/04/2012
Inspector	Susan Ennis

Setting address	Haileybury, Hertford, Hertfordshire, SG13 7NU
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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 at Haileybury is one of 26 camps run by Young World Leisure Group Limited. It opened in February 2007 and operates from within Haileybury College in Hertford, Hertfordshire. Children also have shared access to the leisure centre and swimming pool. The camp serves the local and wider community. It is accessible to all children and there is access to a variety of outdoor play.

The camp is open each weekday from 8am until 6pm during the summer and the Easter school holidays. Children are able to attend for a variety of sessions. The camp is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 120 children aged from four to eight years may attend the camp at any one time. The camp also offers care to children up to the age 16 years. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The camp employs 17 members of child care staff. Of these, three hold appropriate early years qualifications at qualified teacher level. Five other members of staff are working towards early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The commitment and dedication demonstrated by the whole staff team enable them to offer an outstanding standard of care and education to the children. Children clearly thrive because the camp has developed highly effective practices and procedures for promoting their learning and play. Staff value diversity and are highly successful in ensuring that children's uniqueness and individuality is recognised. Dedicated partnerships with parents contribute significantly to ensuring that the individual needs of each child are fully met. Strong leadership, rigorous monitoring of practice and robust self-evaluation systems ensure that plans for the future are well targeted and that improvements continue to be made.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhancing further the partnerships with other settings to complement children's progress.

The effectiveness of leadership and management of the early years provision

The staff team demonstrate a very high level of commitment to promoting children's safety. Comprehensive awareness of safeguarding issues among the staff ensure that children's welfare is prioritised. All staff attend training in child protection and are fully aware of the contact numbers for reporting concerns should they occur. Extensive recruitment and vetting procedures, including the thorough induction of new staff, ensure that staff are suitable to work with children. A rolling program of training also builds on their childcare knowledge and skills. Children's well-being is meticulously enhanced by the exceptional organisation of the camp and the comprehensive policies and procedures in place. For example, staff are made very aware of the camp's strict procedures regarding the use of social network sites and mobile phones. Walky talky systems are also currently being tested to reduce the need for mobile phones during the sessions. All areas of the club are checked for safety on a daily basis and comprehensive risk assessments are regularly completed.

The camp provides a highly vibrant and stimulating environment which is exceptionally conducive to children's learning. Free choice and a relaxed atmosphere is very much encouraged as the children attend the camp during the school holidays. All the various age groups have their own base room giving them a sense of belonging and security. Children are able to move around the camp to experience the excellent range of resources provided. The camp consistently and actively promotes equality and diversity and tackles unfair discrimination. They therefore offer a service that is fully inclusive for all children and their families. For example, the introduction of a flexible payment scheme enables parents and carers to spread the cost of childcare across a period of time rather than paying for it all in one go.

The camp's dedication to building trusting and professional relationships with parents ensures that children are consistently cared for. Parents are given informative brochures, reminder text messages and access to the regularly updated camp website. They are encouraged to have a very open relationship with the manager and staff team who make themselves readily available to talk to them at all times. The camp is also committed to working in partnership with other agencies, professionals and settings involved in the children's lives. There are established channels of communication in place, however, this is an area to further enhance to ensure continuity in care and learning for all children. All staff at the camp have very high aspirations for the quality and care the setting provides. The management team's infectious enthusiasm, and the staff's genuine aim to provide consistently high standards of care, means that they continuously evaluate their practice and make changes to improve the outcomes for all children and parents. Self-evaluation at all levels reflects rigorous monitoring and analysis of what the camp does well and what it needs to improve.

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

Children make excellent progress in all areas of learning because the staff use their wealth of childcare knowledge to extend their learning and development. The exceptional organisation of the activity program ensures that children receive rich, varied and imaginative experiences that meet their needs. Initial assessments ensure that staff are aware of the children's interests, capabilities and any areas for particular focus. Observations and assessments then enable them to build on what the children know and plan for their continued development. Staff are highly motivated in meeting the individual needs of all the children. They recognise that the children are on their school holidays and therefore very much encourage their learning in a relaxed and enjoyable manner. For example, explore and play sessions are built into the routine for the end of the day when the younger children are becoming more tired. Access to free play activities such as a role play kitchen, wooden train set and mark making resources enable them to be stimulated whilst enjoying a range of less energetic activities before going home.

The exceptional range of activities on offer ensures that children's interests and knowledge are continually extended. Staff provide many open ended activities, such as offering the children clay, pipe cleaners and glitter to encourage their imagination and creative skills. Staff fully encourage children's language development and language for thinking as they ask open ended questions, including asking the children 'What have you decided to make' to which some reply 'an alien'. Children describe how they are using the pipe cleaners as antenna and some lolly sticks for 'their long legs'. Children develop their use of positional language as they learn to balance the giant inflatable ball 'above' their heads. They also enthusiastically participate in team races passing a ball over their heads and between their legs to see who can finish first. Children's self-esteem is fully promoted as they all clap and praise themselves for their efforts. Children enjoy their time at the camp and show high levels of independence, imagination and concentration. They forge friendships with the staff and each other and their behaviour is excellent. They follow the exceptionally positive role modelling of the staff and learn and respect the expectations in place by, for example, devising the camp rules. Children are highly praised for their efforts. They look forward to receiving awards such as 'Minnow of the day' for displaying positive behaviour. Staff actively help children to learn about the society in which they live and the wider world. Celebrations of festivals are built into the planning. For example, children very much enjoy looking at Easter eggs from around the world and making their own copies of the designs used.

Children's health and welfare are successfully promoted as the staff take active steps to minimise the spread of infection and develop children's understanding of healthy living. For example, all children show an excellent understanding of good hygiene practices and the importance of having regular drinks to prevent themselves from becoming dehydrated. Children are made extremely aware of their own safety and that of their friends. For example, they know that only four children can go on the bouncy castle at any one time. They are also given full

instructions before using the equipment and realise that resources such as arm bands keep them safe when swimming as well as helping them float.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	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: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met