

Super Camps at Griffin House School

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

Super Camps at Griffin House School first registered in April 2002 and is one of many holiday play schemes run by Super Camps Limited. It operates from Griffin House School in the rural village of Little Kimble, which is between the towns of Aylesbury and Princes Risborough in Buckinghamshire. The play scheme has access to the ground floor of the school; this includes classrooms for craft activities, a large hall for active games, a lounge and the staffroom. Toilet and kitchen facilities are also available. The children have access to fenced areas within the school grounds for outdoor activities.

The play scheme is registered on the Early Years Register and the voluntary part of the Childcare Register. A maximum of 80 children under the age of eight years may attend at any one time and, of those, all may be in the early years age group. Children attend from the age of four years up to 13 years. The number of children on roll varies but there are currently up to 60 children in total attending each day including approximately 12 who are in the early years age group. The staff support a small number of children who speak English as a second language.

The play scheme is open every weekday from 8am until 6pm during most school holidays. It serves children mainly from the local community. Staffing levels are adjusted in line with the number of children attending in order to meet ratio and qualification requirements.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The play scheme employs competent staff who form secure bonds with the children. Children are offered a varied programme of activities to help them continue their development in most areas. The children enjoy attending but at times staff find behaviour management difficult to maintain when working alone without breaks. In practice, all aspects of health and safety are satisfactory or better but staff deployment is not always effective, compromising the quality of the service. Although risk assessment reviews are not routinely documented as required, this has no impact on the children. The management evaluates practice across all their play schemes and encourages parental input to help drive and maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- keep a record of risk assessment reviews stating when 19/07/2012

they are carried out, by whom, and any action taken following a review or incident (Documentation)

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

- help children to consider the consequences of their actions so that they understand the need for boundaries and make sensible decisions in the future
- organise staffing arrangements to meet the needs of the children better and provide cover for staff breaks.

The effectiveness of leadership and management of the early years provision

The staff have a sound understanding of child protection issues and the procedure to follow if concerns arise. They identify danger and take appropriate steps to minimise risks. For example, they arrange to contact each other by mobile telephone to summon help in emergencies when the walkie-talkie system breaks down. However, they but do not always record the action they take on the risk assessment record, and this is a breach of requirements. The management team provide staff to meet the minimum requirements regarding adult to child ratios. However, this is not always sufficient when new and demanding children attend. When the group is small staff work alone giving them no opportunity for breaks away from the children. This impacts on the quality of service as the day moves on and behaviour sometimes becomes difficult to control. Occasionally the more demanding children get all the attention leaving quieter children to entertain themselves. The children are supervised closely and reminded of safe practice to help avoid accidents but staff have little time to help children understand the reason for doing things and the possible consequence of their actions.

Staff have an appropriate understanding of how to promote equality and diversity. They know about children's backgrounds and needs in order to adapt the day appropriately. Staff use picture cards to help communicate with children who speak English as a second language and are successful in encouraging such children to repeat words and increase their language skills to narrow gaps in their development. The environment is suitable for the activities on offer and children are reminded to look after the resources and equipment to keep it in good condition. Toys and craft materials are used effectively to keep children involved and interested in the organised activities. Some are available at low level but children are discouraged from getting the glue and paint for themselves to control mess and avoid waste.

The partnership with parents is sound, helping staff to meet children's individual needs and obtain information about what the children do elsewhere. Children's support workers are welcomed if individual help is needed and the staff are happy to link with health professionals if the opportunity arises. Parents have access to policies and information about the group through the website and printed copies information are available on site. Any comments and concerns are recorded for

other users to see and this record provides evidence of prompt action being taken to rectify issues as they arise. Operating systems are monitored routinely as part of the evaluation process used to help maintain continuous improvement. Parents and children have opportunities to offer their ideas for development to help make sure that the service continues to meet the needs of the users.

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

The children are cared for by a familiar member of staff each day to ensure they feel secure and settle easily. They make friends quickly because staff suggest suitable pairings to and encourage collaborative working and so children move around the school in twos, The children work in a small group and consequently, they get to know each other well. They confidently chat about what they do and make their feelings known. Most are fairly confident and outgoing characters who participate on equal terms joining older children during free play, for example, to build with construction materials or draw on the white board.

The management provides staff with activity planners detailing links to the early learning goals and increased challenges for the more able children. This helps ensure consistency and value in organised activities to help children's progress and narrow gaps in achievement. The daily plan is flexible to take account of extreme weather but this unsettles some children resulting in minor squabbles and protests. The staff handle the situation fairly well by offering clay modelling as an alternative to a scavenger hunt in the rain and the children are soon distracted. They talk about colours as they paint their creations and discuss making 'an insect'. Some question what a caterpillar looks like and go on to talk about the shape of its body and whether it has a tail, developing their knowledge of the natural world in a relevant context. The children roll the clay thinly, cut it with a knife and make a textured surface using a small stick. They handle the equipment with control and concentrate well on what they do in adult-led activities.

When the rain slows, the children move outdoors to collect items for a collage, enjoying the fresh air as part of a healthy lifestyle. They learn about the need to dress appropriately for the weather, receive encouragement to drink plenty of fluids throughout the day, and adopt good personal hygiene routines to develop good habits for the future. The children are encouraged to sit when eating to avoid choking and staff help children spread their food sensibly across the day to sustain them until they get home. The children have opportunities for active play both indoors and out to use up their energy but at times their free play edges towards unsafe when they climb on furniture and chase around indoors without any structure. The staff point out the dangers but do not routinely explain the need for boundaries to help the children make sensible decisions and understand the possible impact of their actions.

The staff include some number work and letter play in the day but do not make full use of learning opportunities to promote skills for the future consistently. For example, there are missed opportunities for children to write their name on the

plastic bag they use to collect their collage materials, or to name their art work as a matter of routine so that they get the correct one back. The children participate willingly and are generally content throughout the day. They feel safe and welcome but need reminders at times to comply with expectations.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3

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

Outcomes for children in the Early Years Foundation Stage	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	2
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:

Met