

Super Camps at St. Neots Preparatory School

Inspection report for early years provision

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Inspector	Anne Faithfull

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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 St Neots Preparatory School registered in 2012. It is one of a large number of holiday care schemes run by Super Camps Ltd. The camp operates from St Neots School in Eversley, Hampshire. The camp uses various areas of the school, including the sports hall, classrooms and swimming pool. The extensive school grounds are available for the camp to use for a range of outdoor activities and experiences. The camp is open from 8am to 6pm each day during the Easter and summer school holidays. Children attend from the surrounding areas.

The camp is registered on the Early Years Register and the voluntary part of the Childcare Register for 48 children under the age of eight years; of these, a maximum of 36 children may be in the early years age range at any one time. There are currently 10 children on roll and of these, four are in the early years age range. Children up to the age of 13 years may also attend. The camp employs four staff; of these, two hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy themselves at the camp. They readily participate in a wide range of activities and experiences, which helps to promote their development well. The enthusiastic and motivated staff ensure all children have fun and that each child is valued, included and respected. There are secure and positive partnerships with parents which promote continuity of children's welfare and needs. Overall, most children's safety needs are met. The effective evaluation systems in place help identify what went well each day and areas for future development. This helps to ensure the continuous improvement of the camp.

What steps need to be taken to improve provision further?

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

- make sure all staff and children have the opportunity to participate in the emergency evacuation procedure.

The effectiveness of leadership and management of the early years provision

Robust recruitment and induction procedures completed by Super Camps ensure that all staff are suitable to work with children and have appropriate skills, qualifications and expertise. Super Camps safeguarding policies and procedures are effectively implemented by the staff who are aware of their roles and responsibility regarding any safeguarding issues or concerns. Effective supervision

by staff ensures children do not come into contact with people working in the school. Visitors to the camp have their identification checked and times of attendance recorded. Staff make good use of the areas available to them within the school to provide children with a wide range of activities and experiences, both inside and outside. They deploy themselves well to ensure the safety of the children and to meet each child's individual needs and requirements. Children can readily access a range of resources and sports equipment independently, or as part of a group. Staff readily join the children in their sports games and offer younger children support, if required, to use the equipment.

Children are safe, as a range of risk assessments are undertaken before the camp starts and the manager completes risk assessments on other rooms they may use once the camp has started. Children and staff discuss the emergency evacuation procedure for some of the areas used and a practice takes place once a week on the same day. This means staff and children who attend on different days do not have the opportunity to participate in the emergency evacuation procedure. Equality and diversity is promoted well within the camp. Staff and children listen to each other's views and value what everyone has to say. New children who are starting at the camp are made to feel welcome and valued by both children and staff.

Staff work closely with parents and others to ensure that each child's needs are well met, through sharing information before a child starts, and ongoing daily discussion. A range of information is available for parents to access via Super Camps website, and notice boards display information about the activities and any events taking place each day. Staff discuss with parents how their child has spent the day and any information or concerns are shared. Good systems are in place to ensure the ongoing development of the camp. These include the 'how are we doing' forms which are available for parents to complete, and staff regularly reflect and share ideas with each other and the manager throughout the day, to highlight areas for improvement. The camp is one of many run by Super Camps Ltd, and the management team at head office utilises the experience of other camps and their inspections to enhance and develop the service provided across all of their holiday camps.

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

Children are happy, have fun and enjoy coming to the camp. The caring and enthusiastic staff team are aware of how children develop and learn through play, and ensure the fun activities they offer continue to promote children's learning and development. For instance, children help to count the number of children present and count the scores when playing sports games. Children have many opportunities to be creative and use their imagination. They enjoy making masks and participating in wax painting sessions. They readily participate in the theme of the week, which is currently 'animals', in a variety of ways. These include painting their faces as different animals and organising their own musical rock band called 'jungle rockers'. Children's learning and development is monitored through

observation and simple assessment around the early learning goals. Each child has their own observation book where staff record the areas of learning covered and any other comments. These are shared with parents and given to them at the end of their child's time at the camp. Planning for children's activities and experiences ensures that all children continually develop, learn and acquire new skills as they participate in the wide variety of activities on offer. Children help to decorate the areas they use with their art work and create large wall displays, such as 'under the sea' and the alphabet, using coloured in animals linked to the letter. These activities help to develop children's sense of belonging and give them the opportunity to meet and make new friends.

Children readily approach visitors, and when asked about their views on the camp, say that it is much better than the other ones they have attended, as they can play outside in all weathers. They comment on how much they enjoy the range of activities offered, especially the sports activities outside. Staff readily respond to children's spontaneity, for instance, playing 'stick in the mud' outside, instead of mini tennis. Children are well behaved and readily respond to any requests from staff to help tidy, readily including each other in their games and taking turns when required. Children demonstrate good teamwork, as they enthusiastically cheer and encourage other members of their team when playing sports games outside. All staff are positive role models and continually praise children for their achievements, no matter how large or small.

Children's understanding of keeping safe is supported well by staff, as they remind them of the safety procedures when in the swimming pool, and the procedures to follow when crossing the car park. Children are aware of the health and hygiene procedures in place. For instance, they know why they have to wash their hands before snack and not to share any of their food with each other, in case of food allergies. Meal and snack times are a sociable occasion, with staff and children sitting together and talking about what they have been doing and sharing information about events in their lives. Children have many opportunities to develop their physical skills through playing sports and group games in the hall, or outside in the extensive school grounds. The 'time for me' sessions at the end of a busy day enable children to choose the activities they wish to participate in, as well as providing an opportunity for them to rest and relax if required.

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