

# Frensham Heights Summer Camp

Inspection report for early years provision

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EY242574

**Inspection date**

23/07/2012

**Inspector**

Catherine Greenwood

**Setting address**

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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

Frensham Heights Summer Camp opened in 2002. It is run privately by Soccer Coaching Limited at Frensham Heights School in Rowledge, near Farnham. It operates under the name of Club Energy, alongside the Soccer Camp (which is not registered with Ofsted). Accommodation includes two classrooms, a hall, the sports hall, swimming pool and two outside play areas, where there is an adventure playground and woods. The playscheme serves the school and the local area.

Club Energy at Frensham Heights Summer Camp provides care for children from four to 12 years old. It is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of 50 children aged from four years to under eight years at any one time. There are currently 21 children on roll in the early years age range. The provision opens five days a week during half-term and summer school holidays. Main sessions are from 10am until 4pm, extending from 8.30am until 5.30pm. Children attend for a variety of sessions.

The provision employs seven staff. Of these, two hold a National Vocational Qualification at level 3 in playwork and two members of staff qualified to level 2 are working towards level 3. The provision receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are successfully motivated and inspired during their play, due to the receptive, positive and kind approach of staff. The manager provides staff and children with a very positive role model, due to his fun and confident approach. This is a key strength of the provision. The organisation makes effective use of self-evaluation processes to drive and maintain continuous improvement. Most aspects of children's learning and development are identified and acted upon and their welfare is fully safeguarded overall. Children's individual needs are generally well met through effective communication with parents and up-to-date record keeping systems.

## What steps need to be taken to improve provision further?

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

- increase opportunities for younger children to share and enjoy a wide range of fiction and non-fiction books
- extend the range of resources that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture,

- special educational needs and disabilities
- strengthen risk assessment records in order to cover anything with which a child may come into contact, for example, the school swimming pool.

## **The effectiveness of leadership and management of the early years provision**

Staff fully understand their responsibilities to safeguard children's welfare and receive appropriate training through the organisation. There are clear vetting procedures in place to identify that all staff working with children are suitable to do so. Staff make good use of visual and written risk assessments to maintain most aspects of children's safety. They consistently draw children's attention to hazards and tell children what to do to keep themselves safe. The school where the provision is located completes regular risk assessments of the pool before each scheme commences. Staff are vigilant about children's safety during swimming activities and fully consult with parents to obtain necessary information and written agreement. However, the provision has not included swimming activities within their own risk assessment records. Although this omission potentially compromises children's safety, the staff's vigilance and regular school risk assessments lessen the impact on children's welfare.

Self-evaluation is good. Staff meet as a team at the end of each day to evaluate practice and identify what went well and what could be improved. The organisation makes good use of parents' comments and site observations to identify the quality of the provision. Office staff contact 50 parents at random at the end of each holiday playscheme to seek their views. These comments are used by the organisation to record and analyse information and make continuous improvement. For example, since the last inspection, a wider range of activities are provided during the extended day provision and parents now receive more feedback at the end of each day. The manager is a strong leader, who has an accurate knowledge of the strengths and most weaknesses of the provision. All recommendations from the last inspection have been met. Children are relaxed and at ease due to the welcoming and well maintained environment and say 'its like being in your bedroom' as they listen to music in one of the play areas. Children are able to be outdoors and be physically active, as they use the well resourced indoor and outdoor play areas, including a large sports hall and field. In good weather, children benefit from using an outdoor swimming pool within the premises.

Children are valued as unique individuals and diversity is respected. This is successfully achieved through the inclusive approach of the provision. Staff are skilled at adapting activities so they meet the individual needs of all children. They provide activities that help children learn about the wider world, for example, such as making flags from different countries taking part in the Olympics. However, there are less resources to challenge children's thinking and help them to embrace differences. This restricts children's awareness and understanding of people's differences and abilities. Partnerships are good. Staff visit local schools, offer free sports 'taster sessions' and talk to children about what the provision offers and the benefits of keeping healthy. This enables staff to get to know children and complement what they are learning in school, as well as being a friendly face when

they first arrive at the provision. Staff's communication with parents and children is respectful and friendly. They maintain a good two-way flow of information with parents about children's individual needs and activities. Parents' positive comments during the inspection show they are happy with the provision. For example, they say 'the staff really know the children, they know their names and I have no anxiety about leaving them, which takes the stress out of it'; and 'children have lots of activities, including swimming; the staff are very helpful and interact well with the children. My children are always very happy and always want to stay until the last minute. I would recommend the holiday club to anyone'.

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

Children experience a challenging and enjoyable programme of learning and development. This is planned around their individual needs and interests, informed by the use of ongoing observational assessment. Staff work well as a team to provide children with a well organised range of activities and experiences throughout the day. There is a particularly good range of sports activities and opportunities for outside play. Staff offer encouragement, clarify ideas and ask open questions. This approach supports and extends children's thinking and helps them make connections in learning. Resources are made easily accessible for children to use in different ways, particularly during free play times. Children are happy and well behaved. They form good friendships and can often be seen talking together during their play. Their understanding of how to be kind to others is evident, as during large group discussions they say 'treat others how you want to be treated'. Children are encouraged to take turns with using popular resources, such as the wheeled toys. They show good independence as they move freely between the indoor and outdoor play areas and are encouraged to find their snacks and drinks at appropriate times. Children are awarded certificates each day for arts and crafts, sports and behaviour. Staff explain why they have been successful, which helps children to feel a sense of achievement.

Staff adapt their communication according to children's individual age and ability and provide clear instructions that successfully promotes children's enthusiasm for activities. Children improve their skills in listening and talking as staff engage with them in a relaxed, positive and fun way. Consequently, children show confidence as they share information and are keen to take part in conversations that are friendly and humorous. There are some books available, although these are mostly suitable for older children. This hinders younger children's enjoyment of using books during their play. Children develop skills using technology as they play computer games. Staff monitor the time that children use these resources so that they all get a turn. Children have good opportunities to explore the environment and are encouraged to take part in games where they find and collect natural resources in the garden. They show enthusiasm as they run around and collect pine cones, bark chippings and grass as part of a competition.

Children show good control of their movements. They use good quality outdoor climbing apparatus and climb the low level branches of a tree in the well resourced

garden. Staff interact in children's play and initiate games of hide and seek that promote children's enjoyment of being active. Children enjoy games of football with their friends and enthusiastically take part in large group games in the sports hall. For example, they jump into hoops and crawl underneath a parachute. Staff encourage children's participation as they lead games in a imaginative way and praise children for their achievements. Children develop their creativity as they draw pictures of members of staff and describe their creations. Staff provide a range of planned art and craft activities each day. Children have access to a range of media, such as paint to make their own designs. They play imaginatively inside a real tent that staff set up in the reception area. Staff record all necessary information provided by parents about medication administration and ensure that requirements are adhered to. Children are provided with healthy packed lunches by their parents. Staff remind children not to share food when eating, which means the risk of any allergic reaction is reduced. Children are able to drink water regularly throughout the day. Children are protected from the risk of cross infection, as staff help to ensure they wash their hands at appropriate times.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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 compulsory part of the Childcare Register are: Met

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