

Camp Energy

Inspection report for early years provision

Unique reference number	EY357711
Inspection date	19/07/2012
Inspector	Tom Radcliffe

Setting address	Summer Fields School, Mayfield Road, OXFORD, OX2 7EN
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Telephone number	01865 454433
Email	barry@primeenergy.org
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

Camp Energy is an Out of School provision run by a private company; it opened in 2007 and operates from the Summer Fields school site. Children have access to three classrooms, a sports hall, squash courts, indoor and outdoor swimming pools and extensive playing fields. This also includes an adventure playground. The school is situated in Summertown on the outskirts of Oxford. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting opens Monday to Friday during Easter, summer and Christmas school holidays, from 8.00am until 6.00pm. It is registered to accept a maximum of 60 children under the age of eight years at each session and children over the age of eight also attend. Numbers vary each day but some sessions are full. Children attend on a full time, part time, regular and occasional basis. The setting currently accepts a small number of children who are learning English as a second language. There are currently 29 children aged from four to under eight years on roll; of these, 11 are in the early years age group. The setting attracts children from a wide area and they are usually brought by their parents or other adults.

There are 15 members of staff working with the children and all have either childcare or coaching qualifications. The registered provider works alongside the staff for the majority of the time.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Camp Energy provides children with an excellent range of learning opportunities in a high quality and well-managed play environment. Experienced staff safeguard children well and support the good progress that they make. Children enjoy the challenges that they face and mostly embrace what they do with enthusiasm. The provider ensures that the setting engages well with parents and uses wider partnerships to promote children's achievement and well-being. A thorough use of self-evaluation gives the setting a good capacity to improve and so ensure that outcomes for children are good.

What steps need to be taken to improve provision further?

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

- review the range of alternative activities that are available to all children to offer a greater choice, particularly to the youngest children.

The effectiveness of leadership and management of the early years provision

The provider informs all parents well so that they fully understand the nature of the setting. They are able to access a range of good quality information as well as concise policies and procedures. This helps to make sure that the child-friendly setting runs smoothly and safely for all users. Staff are able to safeguard children, as they fully understand when children may be at risk from harm and what they would do in such cases. The setting enables children to take part in activities that build their confidence and self-esteem. Though these offer the potential for danger, for example, swimming the setting manages them well and uses risk assessments effectively. Children are able to play safely and take advantage of what the setting has to offer. The setting promotes children's good health and well-being at all times. Staff use hygienic daily routines and are able to manage any illness or minor injuries competently.

The provider has in place a very reflective approach to the setting's work. Self-evaluation has importance as the provider seeks the views of children, staff, and parents. He uses this feedback to form an accurate picture of what goes well and what may need improving. A good team of staff support this approach as they take many opportunities to talk to parents and observe children. The setting is able to set targets for improvement and prioritises them effectively. There has been good progress made since the last inspection. In addition, the setting is able to meet children's needs well as it has a very positive relationship with parents. They are well informed and able to appreciate the achievements of their children. The provider also uses wider partnerships to support children's progress and well-being. This is most useful when the setting shares information with others about the needs of individual children.

Children play in very spacious accommodation, which offers them a large range of activities. Resources are well suited to their purpose and children thrive as a result of using them. The provider takes children's all round progress into consideration though the focus is sport, outdoor pursuits and the arts. Staff encourage all children to take part and structure activities according to the needs of individual children. Children respond well to these opportunities. However, on some occasions some of the younger children have only limited alternatives to planned events. Staff make appropriate interventions as children learn particular sports skills or play in their own classrooms. The setting promotes inclusive practice as it treats all children as individuals who are able to build on what they can already do. Children also take part in activities that enable them to appreciate their diverse world in an age-appropriate way.

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

Children make good progress as they take part in a balance of planned activity and class based free play. Staff have a good understanding of children's interests and

starting points. They also are able to talk knowledgeably about individual children's preferred learning styles and they always consider this properly. Designated Early Years staff observe children diligently to gain an understanding of their progress and how they interact with others. Staff use assessment information informally but they ensure that they meet children's individual needs. This has a positive impact on children's enjoyment and motivation to play as they tackle activity with realistic challenge that suits their development. Staff have a good understanding of the Early Years Foundation Stage. They also enable young learners to have first-hand experiences in a fun way, which helps them to learn and develop.

Children enjoy the activities that they take part in. They build on their physical development as they develop games skills, which they can then apply when playing with others. They take part in nature walks and treasure hunts in the setting's extensive grounds. Children also enjoy swimming and yoga as the setting brings in specialist staff to ensure that children develop well. Staff support children's language skills as they encourage them to talk about themselves and ask appropriate questions. Children solve mathematical problems through practical experiences and are able to practice early writing skills. Visiting theatre workshops provide children with a range of very worthwhile learning experiences. When in their base rooms children design Olympic stamps and flags and enjoy taking part in many art activities, such as mask making. Children also visit the local library where they take part in story telling workshops. When children need quieter time they use games and puzzles or use books to share stories and their ideas.

Children's behaviour is good. They show consideration to other children and respect to all adults in the setting. They have a good understanding of their own safety and that of others. This is very important given the nature of the activities that the children take part in. Staff have a relaxed approach to their relationship with children, which helps the setting's calm but purposeful atmosphere. Children also understand that all children have different needs and they learn to respect this. In addition, children show a mature approach to their behaviour as they realise the importance of their own attitudes to harmonious play. Children are able to concentrate and they apply themselves well. This enables them to build on skills that they have already acquired. The setting is able to promote children's welfare consistently well. Staff safeguard children at all times as they have a good understanding of their responsibilities in this.

The setting promotes outcomes for children consistently well. Children are happy to be in the setting and are confident to tackle new experiences and play with others. They are able to explore and are nearly always very enthusiastic about what they do. They respond well to working with adults and to free play opportunities. Children have positive relations with adults as they freely ask for help and support. This promotes their willingness to play and communicate their feelings and opinions. Children have a good understanding of healthy lifestyles and choices. They have many opportunities to see the value of being physically active and of healthy eating. In addition, children respond well to the expectations that adults have of them. Children acquire age-appropriate skills and abilities as they play. Their progress ensures that most children are well equipped with the skills that they need in order to secure future learning.

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	1
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

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 compulsory part of the Childcare Register are:

Met

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

Met