

Super Camps @ Heathfield 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 holiday play scheme is run by Super Camps Limited. It opened in 2005 and operates from Heathfield School in Pinner, in the London Borough of Hillingdon. Children have access to a selection of classrooms, sports halls and the outdoor school grounds; playground, field and facilities.

The play scheme is registered for 112 children under 8 years, of which 112 children may be in the early years age range. Children over eight years and up to 14 years may also attend. The play scheme is open each weekday from 8.00am to 6.00pm during the Easter and Summer school holidays. The play scheme is registered on the Early years register and the voluntary part of the Childcare register. The play scheme supports children with learning difficulties and/or disabilities and children with English as an additional language.

This inspection took place during the Summer holidays. The numbers of children on roll varies from day to day. The play scheme employs three staff, all holding relevant early years qualifications. The number of staff is increased in line with the number of children attending.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are looked after by caring and attentive staff. However, staff have yet to fully use their observations to provide for children's interests. Children enjoy sporting activities. However, the play resources available do not offer exciting, suitable choices and challenges for the children. In addition, staff miss opportunities to use the outdoors, in order to access fresh air and extend children's play experiences as an integral part of the daily activities. Suitable partnerships with parents ensure that children's individual needs are met. The management demonstrates an adequate ability to make some improvements and have systems in place to identify strengths and any areas for development, in the service provided.

What steps need to be taken to improve provision further?

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

- develop and analyse observations to help plan 'what next' for individuals and groups of children
- plan and resource a challenging environment where all children's play can be supported and extended
- plan further the daily use of the outdoor environment to extend and challenge children's play experiences

The effectiveness of leadership and management of the early years provision

Staff have a sound understanding of the safeguarding procedures and are aware of the possible signs and symptoms that may be displayed, if a child is being harmed. There are suitable systems in place for the safe recruitment and selection of staff working directly with the children. For example, checks have been carried out to ensure staff are suitable to look after children, have appropriate experience and qualifications. Daily visual safety checks carried out by staff and risk assessments ensure potential risks are identified and minimised. Records, policies and procedures are in place for the safe and efficient management of the setting.

Although the Super Camps organisation identifies the strengths of the setting, some of these have yet to transpire in practice. For example, a recommendation raised at the previous inspection, was to provide alternative resources and activities for children to take part in and use when they have completed the planned activity. Although children have access to some resources, these are few. As a result, children do not have access to a wide range of resources to fully extend and challenge their play experiences. Resources are generally well organised, appropriately stored and are accessible to children, in order to promote their independence and self-help skills. Equality and diversity are threaded through routines, as staff make sure that sufficient information is obtained about the individual needs of each child. For example, dietary requirements or allergies so they receive the appropriate care and support. Although the play scheme currently has no links with other settings delivering the Early Years Foundation Stage, the management acknowledge and understands well the importance of developing and establishing links with others, to provide continuity of care for all children, should the need arise.

Partnerships with parents and carers are satisfactory. There are appropriate procedures in place to ensure that parents are informed about their children's care. For example, staff take calls from parents and offer reassurance that their child is fine and settled as they attend for their first session. Overall, feedback from parents reveals that they are very pleased with the service offered and that their children are very happy. Parents describe the staff as warm, friendly and approachable.

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

Staff follow a plan of suitable range of activities to promote children's fun and play experiences. However, the systems for observations are very much in their infancy and have yet to include and follow children's interests.

Children interact well with their peers and adults. Staff show they are kind, attentive and actively involved with the children's activities. As well as leading

activities and encouraging child-led activities staff support children by being active listeners. Children have lots of fun as they participate in a mini-Olympics session. Children enjoy team games as they join in balancing beans bags on their heads; hula hooping, relay races and seeing who can throw a javelin made out of foam, the furthest. Staff and children shout and encourage their team to go faster, in order to win the races. All clap and staff say, 'well done' and 'wow' as children smile and chatter away to their friends. Children have some opportunities to develop their creativity and imagination as they paint, draw and create mini-models out of clay. Children look forward to going swimming, where they splash and have fun. This contributes to developing skills for the future. Although staff provide some colouring books and felt tip pens for children who are not swimming, there is little other choice of alternatives on offer.

Children learn how to keep safe as staff use explanations throughout the session with gentle reminders and asking children what they need to do, in order to keep safe. Staff supervise children well, ensuring their welfare and safety at all times. Children learn about suitable hygiene as an integral part of the daily routine, such as hand washing before snacks and meals. Children bring packed lunches, which they access for all their meals. Children know they can access water if they are thirsty, as a jug of water is located at the side of the base room. Children enjoy multi-sport activities promoting their health and well-being. However, staff miss opportunities to fully utilise the outdoor environment to provide children with exciting challenges to enhance and extend their outdoor play and learning experiences.

Children develop their social skills as they enjoy being in each other's company and demonstrate this by playing cooperatively together. They behave well, taking turns. Staff apply consistent boundaries, so that children develop knowledge of what is expected and display positive behaviour. As a result, children show that they are happy.

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

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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	3
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