

Super Camps @ Wimbledon High School

Inspection report for early years provision

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Setting address	Wimbledon High School for Girls, G D S T, Mansel Road, LONDON, SW19 4AB
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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 @ Wimbledon High School is part of a chain of multi-activity day camps for children. It opened in 2007 and operates from sports halls and classrooms within the school. Children have access to outside play areas within the school grounds and a swimming pool. The setting is open from 8.30am to 5.30pm from Monday to Friday during school holidays. It serves the local area.

The setting is registered on the Early Years Register and the voluntary part of the Childcare Register. They are registered to care for a maximum of 80 children in the early years age range, none of whom may be under four years old. There are currently 50 children in the early years age group on roll, who attend on various days. The setting also cares for children aged up to 13 years old. There are five staff who work with the early years children, three of whom have relevant qualifications, including a qualified teacher.

The setting receives support from the local authority through an early years advisor.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are safe and well cared for in the welcoming, inclusive setting. Staff work well with parents to help ensure that children's individual needs are met. There is partnership working with other agencies, and some with schools children attend. Children enjoy a broad range of activities. They make good progress in their learning and development overall. The management team regularly monitors and evaluates the service provided and is committed to continual development and improvement.

What steps need to be taken to improve provision further?

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

- provide children with more opportunities to use a range of information communication technology, for example, photocopiers, CD players, tape recorders and programmable toys
- extend systems to work in partnerships with others.

The effectiveness of leadership and management of the early years provision

Robust recruitment procedures help ensure that children are cared for by appropriately qualified and vetted staff, which helps safeguard children's welfare.

Clear procedures are in place for dealing with any concerns about a child, and staff have a thorough understanding of their responsibilities to safeguard children. Staff conduct regular risk assessments and make sure that the premises are safe and secure so that children can play safely. Children in the early years benefit from having their own base room, and staff make good use of the resources available to create a welcoming environment. Children enjoy what is available. Activities are mainly sports-based, group games or focus on art and craft, with some additional resources such as musical instruments and books.

Staff work closely with parents to gather relevant information before children start so that they have a good understanding of each child's background and needs. They adapt care where needed to meet children's individual needs, for instance, making sure that children who speak English as an additional language are fully included in activities. Children learn to value diversity when they hear talk about their lives and experiences or take part in an activity about African life. This all helps ensure that equality and diversity are effectively promoted.

Staff make links with other professionals as appropriate and work in partnership with some other settings wherever they can, although this is challenging given the short-term nature of the provision. Parents are welcomed into their child's base room each morning, where they exchange day-to-day information directly with staff. They are kept well informed through verbal discussions and have access to policies and procedures as well as weekly activity plans. The management team reviews the provision on a regular basis, including full end of season evaluations with improvement identified for the following year. Actions taken are well targeted to improve outcomes for children, such as including 'let's investigate' and 'discover the outdoors' sessions in the early years programme alongside established sports and creative activities. Staff have also identified the need to extend the range of resources to provide children with more choices during free-play activities.

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

Children show a strong sense of belonging at the setting. They settle quickly and make good relationships with staff and each other. They behave well under the calm and consistent guidance of staff, and quickly become familiar with the setting's routines and expectations. Children show good levels of independence as they remember their way around the building or help themselves to a drink of water when they are thirsty. They learn to keep themselves safe when they remember the 'no running' rule or that they need to all walk together so nobody gets lost. They take part in regular fire drills so that they know what to do in an emergency.

Children develop a good understanding of healthy lifestyles. They follow good hygiene routines such as washing their hands before they eat. They enjoy a balanced packed lunch provided by parents and regular snacks of fruit. Children take part in a good range of activities that support their physical skills as part of

the daily programme, enjoying a swimming lesson or a game of dodge ball.

Children enjoy the range of activities on offer. However, there are fewer opportunities for children to use everyday technology resources. Staff make regular observations of children's achievements and use these as a basis for activity planning and feedback to parents. Children confidently talk about their weekend during circle time and enjoy looking at books and listening to stories. They learn skills for the future as they count out their steps as they walk or work out the clues during a treasure hunt. Children explore the world around them during an outdoor discovery session or when they help make a rainbow. They express their creativity when they draw pictures or move their bodies to the music during a game of musical statues. They are well occupied throughout the day and enjoy their time at the setting.

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