

Laser Summer Camp

Inspection report for early years provision

Unique reference number	105875
Inspection date	24/07/2012
Inspector	Elaine Douglas

Setting address	Exeter School, Victoria Park Road, Exeter, Devon, EX2 4NS
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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

Laser Camp registered in 1996 and operates from Exeter School, Exeter, Devon. The camp has full use of school facilities including the swimming pool and large secure grounds. Three to four-year-olds, known as Cubs, also have their own nursery base unit. Children are organised in age groups and are offered a varied programme of activities. The camp is open from 9.00am to 4.30pm each weekday for four weeks during the summer holidays and for mini-camps during each half term. Additional care is available for Early Birds and Late Leavers from 8.00am until 6.00pm.

The camp is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 200 children may attend the camp at any one time. There are currently 183 children aged from three to 15 years on roll, of these 21 are in the early years age range. Children from throughout the community attend the camps.

There are 49 members of staff, of whom five staff work with the early years children. Of these, four hold a level 3 early years qualification and two are working towards a level 6 qualification. Several of the staff are qualified sports coaches or specialise in their subject.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for by caring and specialist staff who make learning fun and ensure they are all included. Consequently, children make good progress overall and enjoy the wide range of activities. They are confident, and through good support soon make friends, and build good relationships. Good partnerships with parents enable staff to meet children's individual needs and relationships with other providers generally support development. Good procedures and supervision help to keep children safe, and overall children gain a good awareness of keeping healthy. Managers and staff demonstrate a good capacity for continuous improvement through regular evaluation; they have met all recommendations made at the previous inspection.

What steps need to be taken to improve provision further?

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

- improve children's awareness of the importance of keeping healthy and those things which contribute to this
- extend the partnerships with other providers to share relevant information on

children's development needs.

The effectiveness of leadership and management of the early years provision

Leaders implement good recruitment procedures to employ only suitable personnel. All undergo a full induction programme and safeguarding training to ensure they have a good understanding of their roles and responsibilities. They can contact the designated safeguarding officer at all times to discuss any concerns and good documentation provides further guidance. Staff effectively implement the good range of policies and procedures, which protects and promotes children's welfare. In addition to the staff, qualified lifeguards help to ensure children remain safe while using the pool. Staff carry out good risk assessments throughout the premises and for all the activities. Staff in each group attend paediatric first aid training and a good supply of first aid equipment is available. All required documentation is in place and organised well for the efficient management of the camp.

Leaders and staff encourage parents and children to give weekly feedback so that they can reflect on their practice and make any suggested improvements. Leaders speak to all staff on a daily basis to involve them in good self-evaluation and improve outcomes for children. For example, through one member of staff's feedback the youngest children now have less time in field activities and spend more time in free-play. Children confidently talk about what they enjoy and what else they would like to do. Leaders actively seek advice and support from the local authority and effectively implement any recommendations.

Staff provide good supervision and interaction through very good ratios. For example, when moving around the spacious facilities staff deploy themselves effectively and engage children in singing and action rhymes. The youngest children use a well-equipped nursery unit for free-play and child-initiated activities. They access a wide range of good quality resources, for example modelling dough, puzzles and games, role-play, construction and small world toys. Some provide positive images of people's differences. Children benefit from planned activities with specialist tutors, such as martial arts, art and craft, and drama. Children have plenty of space to play and daily use of the outdoor area. Staff ensure that all children have equal access to the resources and activities, according to their individual needs.

Parents receive good information on the provision and their children's welfare and learning. They access the written policies and procedures on the camp's website and at the camp. Staff respect parents' wishes, such as placing a child in a younger group until they are confident to move on. Partnerships with other providers are satisfactory. Staff request that parents share the achievement certificates with the children's school. They visit some of the other providers to support working in partnership. However, they do not gain specific information on children's learning needs, such as how easily they make friends. However, through good information from parents and daily observation, staff get to know the children very quickly and are able to then plan for individuals. Parents comment on

their children's eagerness to attend and excitement when talking about their day, as well as how tired they are!

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

Children are confident and happy in the environment. They are motivated to take part in the wide range of activities and experiences. Children follow instructions in whole group activities, eagerly anticipate their turn and display obvious enjoyment. Staff demonstrate skills first so children know how to undertake the task. For example, in a martial arts class they use their knees and hands to hit a pad. Staff encourage team building and 'getting to know each other' activities. Therefore, although many children come from different schools and settings, they quickly build good relationships and work well together in whole group activities. They cooperate extremely well. Staff encourage children's participation and praise their achievements.

Children develop good skills for the future. They persevere with new skills and challenge themselves to go a little bit further. Children are good communicators and interact with others; negotiating their plans. Staff introduce new words, such as evaporation, to extend children's vocabulary and knowledge. Letters and counting are encouraged through daily activities, such as making banners and name cards. Children enjoy being creative and older children know how to mix primary colours to make a secondary colour. Each child's key person makes daily observations of their involvement and learning, to share information with parents and plan to support children's development. Staff provide just enough support to enable children to achieve and children are confident to ask for help when required.

Overall, most children develop a good awareness of healthy practices because staff provide good role models. All children take part in outdoor activities, go swimming every day and engage in a wide range of physical experiences, such as bouncy castle, adventure park, drama and field sports. They have regular drinks, use sunscreen before going out in the sun and wash their hands before lunch. However, not all children wash their hands before eating their snack or wear hats out in the sunshine. Parents provide nutritious lunch boxes and children are encouraged to make healthy choices for their snack.

Good systems are in place to encourage positive behaviour and for children to be aware of safe practices. Children confidently answer what they understand by the term stranger and act out how to keep themselves safe from them. They learn to use a range of equipment safely, such as climbing and balancing in the adventure park, and using scissors and tools for art and craft. Children regularly practise the emergency evacuation procedures.

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