

# Barracudas Activity Camp

Inspection report for early years provision

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**Unique reference number**

EY331030

**Inspection date**

24/07/2012

**Inspector**

Rebecca Khabbazi

**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**

Barracudas Activity Day Camp is one of 28 provisions run by Young World Leisure Group Ltd. It opened in 2006 and operates from Trinity School in Croydon, Surrey. Children have access to classrooms, sports halls, the swimming pool and art and craft rooms. Outdoor facilities are also available, including tennis courts, astro turf pitches and playing fields. The setting is open from Monday to Friday from 8am to 6pm during Easter and summer holiday periods. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They are registered to care for a maximum of 200 children aged under eight years old, none of whom can be under four-years-old. There are currently 57 children under eight years old on roll, 21 of whom are in the early years age range. There are four staff who work with children in the early years age group, three of whom have relevant qualifications. The early years manager is 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.

The setting offers a welcoming, inclusive environment where children are safe and well cared for. They settle very quickly and their health and well-being is promoted well overall. Good relationships with parents help ensure that children's individual needs are effectively met. Children make good progress at the setting and their learning is well supported overall. The management team constantly monitor and evaluate the provision in order to identify areas for future development. They show a strong commitment to continual improvement.

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

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

- develop children's understanding of simple good hygiene practices and make sure they can access the hand washing and drying facilities
- increase opportunities for children to use everyday information and communication technology resources

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

Children's welfare is effectively safeguarded. Robust recruitment procedures ensure that children are cared for by appropriately qualified and vetted staff who have relevant experience. An effective induction programme means that staff are

familiar with procedures for dealing with any concerns about a child and have a thorough understanding of their responsibilities. All required records that promote the health, safety and wellbeing of children are in place and are well-organised and comprehensive. Staff have clear roles and responsibilities and work well together as a team. 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.

Staff work closely with parents. They gather detailed information before children start, for instance through 'all about me' booklets, 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 and ensure that all children can take part in activities, for instance by providing one-to-one support where necessary. The setting makes links with other professionals and children's schools wherever possible, for example finding out from a school how they manage a child's medical condition effectively. Children learn to value diversity when they talk about all the countries involved in the Olympics, take part in themed dance or drama sessions or listen to a story. This all ensures that equality and diversity are effectively promoted. Parents are kept well informed through verbal discussions with the early years manager and have access to weekly timetables and details of daily activities. Good use is made of feedback from both parents and children to evaluate the provision, for instance through a variety of questionnaires according to age. Actions taken are well targeted to improve the provision. For instance, by increasing role play resources, strengthening staff induction and improving accident records.

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

Children settle very quickly. They show a strong sense of belonging when they find their name fish at the start of the day and put it onto the board. They quickly learn the rules and expectations of the setting, confidently singing the 'Mighty Minnows' song as they move around the premises in a line with their friends. They show good levels of independence as they find their own belongings at lunch time or help tidy resources away. Staff have a calm, consistent approach, which helps children behave well. Children learn to keep themselves safe when they remember not to run inside and to hold on to the banister as they go down the stairs. They take part in weekly fire drills so that everyone knows what to do in an emergency.

Children take part in a wide range of activities that help them practice their existing physical skills and learn new ones. They enjoy sessions such as swimming and other sports, dance and drama. They benefit from regular meals and snacks provided by parents and make healthy choices when they buy some fruit from the fruit bar. Children follow simple hygiene routines when they wash their hands before they eat. However, their understanding of good hygiene practices is not always fostered, as some children are unable to reach the soap dispenser or the hand drier.

Children make good relationships with staff and each other at the setting. Staff make regular observations of children's achievements and use these as a basis for supporting children's development and providing feedback to parents. Children take part in a good variety of activity sessions that are interesting and fun. Staff ensure that children can easily access play materials across all areas of the curriculum. However, limited use is currently made of everyday information and communication technology resources. Children confidently join in with conversations and discussions, sharing their ideas and experiences, and enjoy a quiet story at the end of the day. They solve simple problems and learn useful skills for the future when they work out how many more clues they still need to find during a treasure hunt. Children explore the world around them during a nature walk, coming back to their base room to talk about and draw the leaves, insects and wildlife that they found. They use their imaginations, becoming a lion or a princess when their face is painted by staff. They enjoy making music with instruments and spontaneously create their own marching band. Overall, children enjoy the activities provided and are keen to take part. They benefit from a balanced routine with quiet periods as well as active sessions, and are well occupied throughout the day.

## 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

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

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