

Barracudas Activity Camp

Inspection report for early years provision

Unique reference number EY330986
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Inspector Lorraine Sparey

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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 Camp, Twickenham registered in 2006 and is one of 27 provisions run by a private company. It operates from a primary school in Twickenham, within the London Borough of Richmond. Children have access to several classrooms in the school and the school grounds. On site facilities also include two sports halls, a dining hall, an indoor heated swimming pool, an art room and tennis courts.

The setting is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. A maximum of 140 children aged four to eight years may attend at any one time. Children aged between eight and 16 years also attend the setting. There are currently 203 children on roll, of these 44 are in the early years age group. Children with special educational needs and/or disabilities are supported.

Children from the school and surrounding areas attend the setting, which, operates Monday to Friday, between 8am and 6pm for seven weeks during Easter and school summer holidays. A team of 26 staff, plus the manager and deputy, are employed. All of the staff that work with the younger children are qualified in early years; the majority are qualified teachers. The rest of the team of staff are qualified in early years or a specialist qualification, such as archery.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are enthusiastic and very keen to start their day at the camp. Highly skilled and knowledgeable staff greet them warmly and as a result, children settle quickly and engage in a wide range of high quality activities. There is an excellent range of resources that are accessible, and overall, these cover all areas of children's learning and development enabling them to make significant progress. There are secure systems to gather information about children's individual needs and routines, which enables staff to recognise children's uniqueness. There are highly effective systems to monitor and evaluate the provision involving staff, parents and children in the decision-making. Consequently, staff are well placed to sustain continuous improvement and provide highly effective outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending resources further to enable children to know more about their own cultures and beliefs, and those of others.

The effectiveness of leadership and management of the early years provision

Staff are extremely clear about their role and responsibility in safeguarding children. They demonstrate exceptionally secure knowledge and understanding of the camp's policies and procedures, including any action they must take in the event of a concern. Highly detailed and thorough risk assessments and extensive daily safety checks enable staff to provide a safe and secure environment. Recruitment and vetting checks are completed through the head office. There are very good security procedures on site, such as the visitors signing in book. There is an excellent range of resources in both the early years base rooms, that are accessible to promote children's choices. In addition, children participate in a wide range of sporting activities throughout the day. Highly skilled and enthusiastic staff work well together as a team and interaction with the children is exceptionally good. Staff implement very secure procedures to gather information about children's individual needs, and as a result, these are effectively met. There is a generally good range of resources providing positive images which go some way to helping children learn to respect and value others.

Highly effective procedures are in place to monitor and evaluate the provision. Initially, management complete the Ofsted self-evaluation at head office and then each camp is responsible for adapting adjustments for their own setting. Staff, parents and children are encouraged to be involved in the decision-making and identifying areas they do well and those they could improve on. Consequently, everyone's views are respected. As a result of comments from parents, staff display what the children have been involved in on a large board in the entrance. In addition, parents receive an e-mail on a daily basis.

Staff develop highly effective partnerships with parents as they are provided with excellent information about the camp. Parents are encouraged to share information about their children's progress and help identify the next steps in their learning and development. They report their children are very happy and many of them have been attending for several years, including their siblings. Parents value the well-organised registration systems and some report that their children have additional needs and these have been exceptionally well supported. There are very strong relationships with the school and staff work closely with other professionals as required. Consequently, all children are encouraged to reach their full potential during their time at the camp.

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

Children are eager and excited as they arrive. They are keen to say good morning to 'Billy the barracuda' the camp mascot and guess who is inside. A child

confidently asks a visiting adult, 'Are you the big fish?'. Children are developing very positive relationships with the staff and the other children who they are often meeting for the first time. They participate extremely well in team games and in small groups. Several children excitedly play a game where they have to find numbered ducks. This provides excellent opportunities to develop their number skills as children recognise that they need to find ducks with a higher or lower number than the one the board. Staff actively engage in the game, promoting children's language and enjoyment. Other children choose to role play shops or play with the train set during the free play sessions. They are encouraged to make price labels for the shop.

Throughout the day children can participate in an extensive range of sports and fun activities, such as parachute play, where they learn to cooperate and control the parachute. On the aqua slide, they happily slide along the shoot being sprayed with a hosepipe and love jumping on the bouncy castle. Children learn new skills as they practise ball throwing and catching before playing rounders. They have fantastic opportunities to develop their creative skills, both in the art room and in the outside area. Children confidently make masks of super heroes and actively tell staff about their super hero powers. A child proudly shows a visiting adult their clay model of a bat, while another child explains their superhero name is Mr Sausage Man. They excitedly tell how they designed it all themselves. Staff show a genuine interest in what the children are saying and are keen to help them progress in their confidence and building their self-esteem. Consequently, children are developing excellent skills to support them in their future learning.

Staff work hard to create an environment where children can access all areas of learning. They demonstrate excellent knowledge of the Early Years Foundation Stage framework and how young children learn and develop. Staff are particularly skilled at adapting activities and play opportunities to suit the individual children's needs and abilities. As a result, children make excellent progress in their development.

Children have excellent opportunities to learn about healthy lifestyles. Every day awards are given to the child with the healthiest lunchbox. Children are keen to participate and are excited when they receive the award. They are encouraged to regularly have a drink and prior to going outside, staff ask them what they need to think about. Children quickly reply sun cream, sun hat, stay in the shade sometimes and drink lots. Children learn about safety because they are encouraged to use the equipment safely. They are regularly asked about safety issues, such as walking in the base rooms and on the stairs. Children participate in regular evacuation drills to enable them to become familiar with what to do in an emergency. Children's behaviour is exemplary. Any minor disputes are dealt with quickly and effectively, which results in children being clear about the boundaries and expectations. As a result, children show mutual respect for each other and the staff. They learn to respect and value others as they participate in activities, such as, 'What makes me special'.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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