

Barracudas

Inspection report for early years provision

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Inspection date	24/07/2012
Inspector	Susan Ennis

Setting address	Chigwell School, High Road, CHIGWELL, Essex, IG7 6QF
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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 is one of a large number of camps run by Young World Leisure Group Limited. It was registered in 2012 and operates from a cluster of classrooms, a number of large halls and outside play spaces within the grounds of Chigwell School in Chigwell, Essex.

The camp is open each weekday from 8am until 6pm during the Easter and summer school holidays. It serves the local and wider community and children are able to attend for a variety of sessions. The camp is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 177 children under the age of eight years may attend at any one time, of whom 78 may be in the early years age group. The camp also offers care to children up to the age 16 years. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The camp employs 20 members of staff, at least half of whom hold appropriate qualifications to level 2 and above.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff create a welcoming and safe environment in which children feel confident to explore the wide range of activities provided. Children clearly enjoy their time at the camp, while mostly effective practices and procedures ensure that they make good progress in their learning and development. Partnership working is effective and staff build trusting relationships with parents and carers to keep them well informed about their children's time with them. Skilful leadership, effective monitoring of practice and detailed self-evaluation systems ensure that plans for the future are well targeted and that improvements continue to be made.

What steps need to be taken to improve provision further?

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

- analyse further the deployment of staff to ensure that it is flexible enough to respond to the individual needs of children and different activities.

The effectiveness of leadership and management of the early years provision

The staff team demonstrate a high level of awareness with regard to promoting children's safety. Comprehensive awareness of safeguarding issues among staff ensures that children's welfare is prioritised. Staff attend training in child protection and are aware of the contact numbers for reporting concerns should they occur. Robust recruitment and vetting procedures, including the induction of new staff,

ensure that staff are suitable to work with the children. A rolling programme of training also builds on their childcare knowledge. Children's well-being is mostly enhanced by the comprehensive policies and procedures in place. For example, staff are very vigilant about visitors and others working on the premises, and confidently challenge anybody unknown to them, further promoting children's safety. However, although the correct staff ratios are maintained, staff are not always deployed effectively to provide the required levels of assistance, potentially reducing the children's enjoyment and interest in the activities.

The camp provides a stimulating environment where children can relax and enjoy their school holidays. A wide range of resources and activities are provided, enabling children to make choices about which ones they would like to participate in. Staff have an effective understanding of anti-discriminatory practice, enabling them to provide a service which is inclusive for all children and their families. Good partnerships with parents ensure that all essential information is shared. Information brochures, a detailed website and documentation stored on camp ensures that parents are fully informed about the camp policies and procedures and the activities their children have enjoyed throughout the day. The camp also works in partnership with other agencies and settings attended by the children. Relevant information is shared to ensure that a consistency of care is provided. The camp encourages parents to share information about the progress their children have made with their schools to enhance their further learning and development.

The camp demonstrates a high level of commitment to improving the outcomes for children. Management and staff continually monitor their practice and demonstrate a positive attitude to the inspection process. Parents and children are asked to complete questionnaires and share their views about the camp which contributes to evaluating practice and driving improvement. Staff complete the self-evaluation form and use this as a working tool to identify their strengths and areas for improvement.

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

Children make good progress in all areas of learning because the staff use their childcare knowledge to extend children's learning and development. For example, children enhance their number skills as they count the number of children present and try to remember their own place in the line and their allotted number. The completion of an 'all about me' form at the start of the placement ensures that staff are aware of children's interests, capabilities and any areas for particular focus. Observations and assessments enable staff to build on what the children know and plan for their continued development. Staff recognise that the children are on their school holidays and therefore the focus is very much on encouraging their learning in a relaxed and enjoyable manner. For example, explore and play sessions are built into the routine to enable the younger children to access free play activities in their base room. Quiet sessions are also incorporated into the end of the day to enable the children to calm down and rest before going home.

Children's learning is encouraged through a range of planned and child-initiated activities. For example, they enhance their creative skills by drawing their own faces onto paper plates for self-registration on the superhero wall display. They use their imaginative skills to make meals for the staff in the small world kitchen and discuss why it is important not to add too much sugar to their 'chicken cake', encouraging their understanding of healthy eating. They learn about positional language as they crouch down low and jump up high when using the parachute and that they must wait their turn to be the cat in the cat and mouse chasing game. Children enjoy their time at the camp and are building trusting relationships with the staff and each other. They are learning about behavioural expectations, and the positive role modelling displayed by the staff helps them understand the consequences of their actions. Circle time is used to give sensitive reminders about the child-devised rules they have in place, with the main emphasis being 'to have fun'. Staff actively help the children to learn about the society and world in which they live. Activities involving matching information to the countries on a world map, welcoming each other by saying 'Hello' in French, and games focusing on the Olympics all develop children's understanding of the wider world.

Children's health and welfare are successfully promoted as the staff take effective steps to minimise the spread of infection. For example, they test children's knowledge of hand washing procedures by suggesting that they wash their hands with custard. As well as causing lots of laughter, this provides an opportunity for staff to discuss and develop children's understanding of the spread of infection and the need for soap. Healthy packed lunch awards and the opening of the fruit tuck shop also build on children's understanding of a healthy diet. There is a strong emphasis on the children learning about their own safety and that of their friends. For example, they are reminded not to run away from the aqua slide in case they slip over and that snacks must not be shared with their friends due to allergies and particular dietary requirements.

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	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

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

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