

Super Camps at the Royal Masonic School for Girls

Inspection report for early years provision

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Inspector	Tina Kelly
Setting address	The Royal Masonic School for Girls, Rickmansworth Park, RICKMANSWORTH, Hertfordshire, WD3 4HF
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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 at The Royal Masonic School for Girls is based in Rickmansworth, Hertfordshire, and was registered in 2009. The setting has use of the Princess Marina Sports Complex and extensive school grounds. It is one of over 60 sites managed by Super Camps Ltd.

The out of school holiday camp is registered on the Early Years Register and the voluntary part of the Childcare Register to care for a maximum of 36 children under eight years at any one time, all of whom may be in the early years age range. It is open for five weeks during the school summer holidays, from 8am until 6pm. The camp also offers care through other school holidays, depending on demand. There is an appropriately qualified staff team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming environment and they have many opportunities to take part in new and exciting sport and craft activities which promote most of their developing skills. Staff have a good understanding of the Early Years Foundation Stage, are involved in the children's learning and support their developing skills well. They are proactive in developing links with families and share information appropriately. Systems to ensure relevant documents for the smooth running of the setting are in place and staff continually evaluate and develop opportunities for children and the service provided for parents.

What steps need to be taken to improve provision further?

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

- ensure resources fully reflect and promote the skills and abilities of the children attending, such as providing reference books for themes.

The effectiveness of leadership and management of the early years provision

Children's health and well-being are effectively promoted through good practice and effective policies. Children are safeguarded as staff attend a robust induction process to ensure they are fully aware of the policies, procedures and documents that are in place to protect children. Staff attend an on-site course before the camp begins to ensure they are aware of the areas of the premises used and are familiar with the comprehensive risk assessments and daily checklists that are in place. These are regularly reviewed to ensure the children and premises are safe and secure. Children's safety is further promoted as they must have a 'buddy' with them if they leave the group to use the cloakrooms or if the older children return to their 'home room'. This ensures children are never alone around the setting and

they learn to take responsibility for themselves and each other.

Good partnerships are in place with families and the camp welcomes back many families that have used the provision before. Staff share observations of the children's developing skills, achievements and special moments with parents at the end of the day. This ensures they are fully informed about their children's day and can support any new experiences at home. Posters and documents in the reception area ensure parents are fully informed about all aspects of the day-to-day routines of the camp and the activities the children have enjoyed. Information about the overall management, staffing, policies and procedures for the safety of the children is available on the company's web page. The camp has links with other agencies that provide support for children with special educational needs and/or disabilities, and implements these contacts when needed.

The camp has an effective self-evaluation process for reviewing day-to-day practice, staffing and the provision of resources. A feedback form for parents is available in reception and they can also email their views on the camp. Responses are used in the evaluation process to improve practice and outcomes for all children. Staff are well supported by the assistant area manager, who brings additional resources to the site if required. She carries out a summary check to ensure staff have ready access to the information, to ensure individual children's needs are recognised and met. The well-qualified and experienced staff team show great enthusiasm for their work. They have a positive attitude and encourage all children to try new experiences, take part in team activities and develop their skills and confidence.

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

Children are happy and involved in a wide range of art and sport activities each day. The camp organises themes throughout the summer, which are linked to the early learning goals. This ensures children receive varied and interesting experiences which promote and extend their newly acquired skills. Staff working with the younger children have a good knowledge and understanding of the Early Years Foundation Stage. Extensive planning is supported by activity sheets that reflect the different areas of learning. This ensures every child is included and challenged. Main themes for the summer include space, under the sea and jungle animals. Additional topics, such as discovering the outdoors and making music, are introduced throughout the themes to extend the opportunities for children and make use of the good quality resources. Equality and diversity are promoted through the varied range of resources and events planned throughout the camp. The introduction of a language theme gives children opportunities to learn simple phrases and to count in other languages. This gives all children an understanding of the wider world and other cultures.

Children are encouraged to take part in the organised activities, such as colouring numbers and letters to decorate their base room. The activity is extended to include drawings and discussions around the 'space' theme. Children are encouraged to share their experiences and show great confidence in putting their

hands up and talking about the moon and aliens. Inventive and fun drawings of unusual space creatures provide children with opportunities to be creative and to explain and extend their ideas. Staff manage the art activity well and call the group of children 'Mars', which is a link to the theme of space and their identity for the week, when mixing with the other children in the larger group activities. However, resources to extend the children's understanding of the main themes are not readily available. As a result, they are not able to find out about these topics for themselves with books or posters that would support their learning and extend their interest.

Children are generally grouped according to age, but siblings and friends may be together or meet at break and lunch time. The younger children have a base room that they decorate and return to several times a day to relax and regroup before making decisions about the activities they would like to take part in. They are learning to be confident in making decisions and being part of a group, promoting their sense of belonging. At these times, staff remind children about cloakroom routines and the simple rules that will keep them safe on site. Children are attentive and respond well to questions that instil the instructions they have been given. A consistent approach towards managing behaviour ensures children feel secure and develop a sense of belonging. They are expected to walk in pairs around the setting, not to run and to wait when asked. Children learn about their own safety with discussion about fire evacuation and they are reminded to listen to safety instructions before taking part in sports activities. Clear direction is given when taking part in parachute games to take care, not to push and to be aware of the other children nearby. The camp provides an interesting and well managed provision. This is reflected in the children's involvement and keen approach to taking part in new experiences with good support from the staff team.

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 voluntary part of the Childcare Register are:

Met