

Barracudas Activity Camp

Inspection report for early years provision

Unique reference number 257873
Inspection date 23/07/2012
Inspector Andrea Snowden

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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 was registered in 2002 and operates from the Norwich High School. It is owned by The Young World Leisure Group which provides a number of camps at venues throughout South East England. The camp runs for the first four weeks of the summer holidays. Children have a base room according to their age group and have use of all the facilities, including the swimming pool.

Activities are offered between the hours of 9.30am and 4.30pm, but there is also an extended day club open from 7.45am until 5.30pm if required. The camp is registered to care for a maximum of 100 children aged between four and eight years at any one time. At the time of inspection there were 20 children on roll within the early years age range. The camp is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The camp employs 17 members of staff, five of whom work directly with early years children. All staff either hold a childcare qualification at level 3 or are primary school teachers. The early years manager is a qualified and experienced early years teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children continue to make good progress in their learning and development and are well provided for within the Early Years Foundation Stage. The needs of all children are generally well met and partnerships with parents develop effectively from the outset, in order to meet children's individual needs. Children's health and safety is given top priority and they are closely supervised at all times. Managers demonstrate a strong ability to drive improvement and the ongoing process of self-evaluation includes all users of the service, to promote better outcomes for children.

What steps need to be taken to improve provision further?

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

- provide appropriately furnished space for early years children who wish to relax, play quietly or sleep; additionally provide space for children to eat their snacks and meals comfortably and hygienically at a table
- ensure that art and craft activities offer early years children opportunities to initiate their own ideas with a wide range of materials.

The effectiveness of leadership and management of the early years provision

Staff have an excellent understanding of procedures to be followed in order to protect children from abuse, and comprehensive procedures are in place to safeguard children. Robust and extensive risk assessments are carried out on all activities and the environment, and daily checks mean that children's safety is assured. Children are cared for by staff who are very well qualified, thoroughly inducted to their role and suitably vetted. Additionally, staff are specifically trained in teaching children to use apparatus, such as the large trampoline and inflatables, and lifeguards teach swimming. Children in the early years age range also have a selection of toys and equipment to play with in their base rooms and these are attractively organised to encourage them to play. However, space in the base rooms is not always used effectively and does not provide a quiet area for children to relax, play quietly or sleep if they wish to. Additionally, although tables are available, these are not used to best effect during snack and meal times, meaning that some children sit among games or on the floor to eat their food.

Staff have a good understanding of meeting children's specific needs and procedures are secure to ensure group leaders are fully aware of the needs of all children in their groups. Activities are adapted and additional staff made available to support children and fully include them. There are some resources and activities which help children to value diversity. They enjoy listening to music while playing party games that have an African theme or listen as staff sing favourite action songs in a different language. Staff encourage discussion about different nationalities, for example, when children play the maracas, staff talk to them about how Spanish flamenco dancers dress and dance.

The partnership with parents is good and they speak highly of the setting with regard to the quality of activities offered. Parents receive information which enables them to discuss with their children what activities they would like to take part in, and they are able to give staff an indication of their child's current abilities. Parents receive daily e-mail communication, explaining what activities have been offered, and at the end of the summer they receive a record of what the children have achieved. Monitoring systems in the camp are well established and managers and staff are regularly involved in feedback about the success of activities and the impact they have had on children. Feedback from parents and children is used effectively to plan for the next camp and their ideas are incorporated whenever possible. As a result, parents and children have a voice in the way the camp operates.

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

Children are supported and encouraged by staff who are enthusiastic and kind. Children's self-esteem is greatly enhanced as staff notice and praise their achievements. Regular observations are made of what children have enjoyed taking part in or things they have said, and this information is used to plan

activities in the base room for future weeks. As a result, toys and games are meeting the interests of the children.

Children take part in a wide range of activities which significantly promote their development. They take turns and share because team games are actively encouraged. They are able to explain the rules of games to their peers and they enjoy listening to stories in their base rooms. Children's familiarity with technology is built upon when they operate the compact disc player during party games or engage in role play at the 'office' with the keyboard and telephone. Children choose to take part in art and craft sessions. However, sometimes these are too adult-directed and resources are too limited to give children the opportunity to initiate their own ideas using different materials.

By far the greatest strength in this summer camp is the fun children have in developing their confidence in physical skills. They enjoy sessions on the trampoline or simply jumping around with their friends on the bouncy castle. Active games, such as 'What's the time Mr Wolf', are used to fill in time while children wait their turn. At other times they are encouraged to cheer on their team when, for example, they are on the giant inflatable. Children squirm through rollers, scramble up a climbing wall, crawl through tunnels and use the high slide to descend. They enjoy regular swimming sessions and are closely supervised by lifeguards, who are encouraging and ensure children understand the rules for their safety.

Not only are children exceptionally active at camp, healthy eating plays a large part in their understanding of adopting healthy lifestyles. They are encouraged to fill an imaginary fruit basket with pictures of all the fruits eaten during the day. Children know they should eat five portions a day and eagerly sit down to meals to see what other fruits they can add to the basket. Children receive frequent reminders to drink and apply sun cream, helping them to care for themselves in the hot weather. Children's ability to keep themselves safe is significantly enhanced by what they learn at the camp. They are aware of safety rules and are heard talking about these during circle time. Staff encourage children to think about using equipment safely, while allowing them independence.

Children are polite, well mannered and behave very well. They understand the expectations and boundaries because staff sit with them at the beginning of the day to devise the group rules. Staff deal with children's behaviour appropriately and there are lots of incentives for them to behave well. For example, children are awarded 'star of the day' and stickers for being helpful, kind or trying very hard.

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	1
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	1
The extent to which children adopt healthy lifestyles	1
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