

Camp Beaumont - Kent College

Inspection report for early years provision

Unique reference number EY332319
Inspection date 25/07/2012
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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

Camp Beaumont Day camp is one of 12 play schemes run by Camp Beaumont Day Camps Limited. It registered in 2006 and operates from a number of class rooms, a large sports hall, dining hall, theatre, dance studio, three small halls and a swimming pool. It is situated in the grounds of Kent College in Pembury, Tunbridge Wells in Kent. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare register. A maximum of 100 children may attend the holiday play scheme at any one time. The play scheme is open each weekday from 8am to 6pm for five weeks in the summer holidays. All children share access to a secure enclosed outdoor play area. Children come from the surrounding area. The play scheme supports children with special educational needs, and also supports children who speak English as an additional language. The play scheme employs 20 members of staff. Half of the staff who work with the children, including the camp director hold early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff help children to make progress in their learning through carefully selected play opportunities that interest and motivate them. Effective partnerships with parents help staff plan for children's individual needs, although partnerships with others are not fully established. The staff team are committed to ensuring the children are safe and have an enjoyable time. Systems are in place to evaluate the provision and take prompt action to address any weaknesses, and most required documentation is in place. The setting's capacity for continuous improvement is good.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the record of the risk assessment includes the date of review and any action taken following a review or incident (Documentation) 31/07/2012

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

- improve partnership working with other settings that children attend, for example, by requesting this information from the outset.

The effectiveness of leadership and management of the early years provision

Children are kept safe from harm, because staff implement the comprehensive safeguarding policies and procedures. Recruitment procedures are robust and ensure that only suitable people have unsupervised contact with the children. Risk assessments cover all activities that children take part in and hazards are effectively minimised, while still allowing for children to take measured appropriate risks. This enables even the youngest children to begin to risk assess for themselves. The premises are checked daily. However, the written record of the risk assessment is not dated and does not identify how often the hazards identified need to be checked and this is a breach of requirements.

The young and enthusiastic staff team work well together, creating a fun and busy atmosphere where children are motivated to join in. The weekly time table allows for children to make choices from what is on offer, or ask for other games or activities. There is a good balance of adult and child lead activities. Staff share with the management team how the experiences for children can be improved, in order to drive improvement. Feedback from parent questionnaires also helps the evaluation of the sessions. Ongoing assessment is informal and staff plan activities which will appeal to all children, as well as offering sufficient challenge to children across a range of abilities.

Information about children's individual needs is obtained before they attend to help staff plan for children's interests and provide additional support if required. However, information about other settings children attend is not sought to enable the staff to compliment what children do elsewhere. When the staff are aware of another provider, for example childminders that may drop off or collect children, they share information during these times. Staff effectively support a number of children with special educational needs and/or disabilities and those with English as an additional language. These children are integrated well and additional care is taken to make sure that they are included in all of the activities. Resources are plentiful, well maintained and suited to the ages of the children who attend. The range includes positive images of diversity to help children learn about the wider world. Staff monitor the children to ensure that their needs are being continually met. Name badges help staff to address each child personally and this helps all children, including those who may only come for one session, to feel included. Where children attend full time or for long days the staff ensure that they have sufficient rest breaks and periods of quiet time so that they do not become too tired. Parents receive good quality information about the setting's aims and objectives. They receive information on a daily basis about their child's experiences and achievements in the club from staff who work closely with them.

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

Children demonstrate that they feel very safe in this setting. They spend their time singing, laughing and appear happy and relaxed. New children integrate easily as they are paired up with children who have been before. The children approach staff confidently and without hesitation. Children feel included and cared for as staff continually monitor them to make sure they are enjoying themselves. If children are quiet, or look tired, staff sensitively speak to them to check that they are happy. Children demonstrate quickly that they know how to keep themselves and each other safe. Safety and behaviour are discussed on a regular basis and emphasised by staff who model safe behaviour as well as how to correctly use equipment. As a result children demonstrate some mature responses to risk assessment and can be seen to show each other how to use the outdoor play equipment safely, for example.

Children have good opportunities to influence the play environment and can make choices from the activities on offer. They enjoy their time in this setting. They participate in a wide range of activities, which are carefully selected to appeal to the children's varying ages and stages of development. Children make progress in their learning because they build on what they know. Staff assess children's skills and interests and support their development through play. Parents are asked to tell staff about any areas where they feel their child needs additional help.

Children understand the importance of good health and hygiene, and follow numerous signs and reminders around the building. They know that they have to wash their hands before eating and after using the toilet and the reasons why. Their health is promoted by staff who check that they have used soap and dried their hands properly. All children know why they must wear hats and sun cream in warm weather. They drink water throughout the day to support their health and prevent them from becoming thirsty.

Behaviour in the setting is excellent and children's level of engagement in the activities results in very little time spent idle. The atmosphere is busy and purposeful. The children are reminded to respect each others feelings, property and view points and to look out for and help each other. They celebrate the world that we live in by taking part in 'Around the World' themed activities. These include African Safari Face painting, designing a country and exploring how the ancient Egyptians wrote in hieroglyphics. The children grow in confidence and self esteem as they meet new friends, learn new skills and become more independent. They are enthusiastic participants in the activities on offer, asking questions, wanting to know how things work and what will happen next. They build on their skills as well as acquiring new ones.

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	3
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